DOCUMENT RESUME

ED 101 586 FL 006 721

AUTHOR	Kunkle, John F., Ed.; Cipriani, Anita A., Ed.
TITLE	Foreign Language Teaching Techniques in FLES and Bilingual Settings.
INSTITUTION	American Association of Teachers of French.
PUB DATE	Dec 73
NOTE	195p.
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	*Bilingual Education; Elementary Education; *Fles; Language Ability; *Language Instruction; Language Programs; Language Tests; Second Language Learning; *Teaching Methods

ABSTRACT

This report begins with a list of the publications of the national FLES Committee and an introduction in which T. Andersson describes how FLES programs can adopt bilingual education practices. Seventeen papers are included in the report. R. Bennett and M. Lala discuss how FLES programs can be individualized. Specific teaching techniques are suggested in articles by H. Barnett, J. Trahan, A. Jaffa, S. Louviere, and S. Schaps. Some recent articles regarding foreign language teaching are summarized by Y. Herbert, and R. Dominque reviews opinions about the necessity of a prereading period for FLES students. Ways in which FLES programs can be developed are discussed by M. Stelly, and C. Prudhomme, O. Domourelle, and L. Chary write about bilingual education and its relationship to FLES. H. Bluming gives details of the FLES program at his elementary school, and R. Authement discusses testing in FLES. Recent literature on ability levels and second language learning is reviewed by E. Broussard. (PMP)

ED101586

FOREIGN LANGUAGE TEACHING TECHNIQUES
IN
FLES AND BILINGUAL SETTINGS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A REPORT BY THE

FLES COMMITTEE

OF THE

AMERICAN ASSOCIATION OF

TEACHERS OF FRENCH

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
John F. Kunkle
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

Co-Chairmen

Anita A. Cipriani
Foreign Language Instructor
Hunter College Elementary School
418 East 54 Street
New York, N. Y. 10021

Dr. John F. Kunkle, Director
Foreign Language Instructional Center
University of Southwestern Louisiana
Lafayette, LA 70501

Presented
December, 1973

St. Louis, Missouri

1973 by FLES Committee of the American
Association of Teachers of French

FL006721

TABLE OF CONTENTS

Page

Publications of the National FLES Committee i-ii

Introduction (Theodore Andersson) iii-vii

French is in the Air (A. Cipriani) 1-2

FLES Techniques (H. Barnett) 3-6

Some Recent Articles Regarding Teaching of Foreign Languages (Y. Herbert) 7-19

Is a Pre-Reading Period Essential? (R. Domingue) 20-34

FLES Articulation (M. Stelly) 35-51

Individualizing the FLES Program (M. C. Lala) 52-68

Individualizing Instruction with Word Games (R. L. Bennett) 69-73

Audio-Visual Teaching Aids for FLES (J. Trahan) 74-89

A Summary of Recent Research with use of Television in FLES (S. Louviere) 90-102

Teach it With a Song (A. Jaffa) 103-107

Ability Levels and the Learning of a Second Language (E. Broussard) 108-121

Page

Testing as a Means of Evaluating (R. Authement) 122-136

Techniques for Success (S. R. Schaps) 137-140

FLES in P. S. 178 (H. Bluming) 141-144

Evaluation of Selected Bilingual Education Programs (C. Prudhomme) 145-165

The Movement Toward Bilingual Education (O. Demourelle) 166-176

FLES and Bilingual Education (L. Chary) 177-184

Year	Topic	Order From
1961	The Supply, Qualifications, and Training of Teachers of FLES	
1962	Language Structures at FLES Level, including Testing for Mastery of Structures	
1963	The Correlation of a Long Language Sequence Beginning in the Elementary Schools	
1964	Reaching at the FLES Level	Dr. Gladys Lipton Bureau of Foreign Languages 131 Livingston St. Brooklyn, N. Y. 11201
1965	Culture in the FLES Program	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1966	FLES and the Objectives of the Contemporary Elementary Schools	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1967	The FLES Student: A Study	Rand McNally and Co. Box 7600 Chicago, Illinois 60680
1968	FLES: Projections into the Future	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N. Y. 10011
1969	The Three R's of FLES: Research, Reliance, Reality	MLA/ACTFL Materials Center 62 Fifth Avenue New York, New York 10011
1970	FLES: Patterns for Change	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N. Y. 10011
1971	FLES: Goals and Guides	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N. Y. 10011

Year	Topic	Order From
1972	FLES U. S. A. - Success Stories	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N. Y. 10011
1973	Foreign Language Teaching Techniques in FLES and Bilingual Settings	MLA/ACTFL Materials Center 62 Fifth Avenue New York, N. Y. 10011

Introduction

by

Theodore Andersson
Professor of Spanish and Education
The University of Texas at Austin

The AATF is to be commended for the continuing work of its FLES Committee and this year deserves a special commendation for expanding the charge of this Committee to include bilingual education. This is a natural but laudatory development, just as FLES was a praiseworthy expansion of FL teaching in secondary school and college. Both developments represent progress without discrediting earlier curricular patterns. Opportunities to learn languages must continue to be provided children, adolescents, and adults, and it is our constant professional responsibility, through research and dissemination of successful practices, to improve the quality of our instruction.

The theory of FLES is carried forward by bilingual education. FLES is based in part on the conviction that young children have a natural advantage over adolescents and adults in the learning of languages, especially in mastering the sound system. But current practice has failed to exploit this advantage fully, for more FLES programs are initiated in grades three or four than in kindergarten or grade one. And as often as not the teacher-model is not a native speaker of the target language, so that the child's ability to imitate pronunciation is not fully challenged. In contrast, most bilingual programs do start in kindergarten or grade one and the learners usually have a native model--if not the teacher then a teacher's aide.

Bilingual education enjoys other advantages too. Whereas FLES provides a typical exposure to the second language as a subject of fifteen or twenty minutes a day, the learner in a bilingual classroom is exposed to the non-English language not only as a subject but as a medium of instruction for half of the school day on the average. It is generally conceded that the use of a target language for the learning of other subjects is psychologically advantageous, for it illustrates the natural use of language for communication and not just as a school subject. However, this may be, it now seems clear that in agreeing to instructional periods of less than half an hour a day proponents of FLES have accepted an unreasonable handicap.

Still another advantage of bilingual education--and a major one--is the fact that some of the children in a bilingual classroom already have basic knowledge of the non-English language. What's more, they usually have a "feel" for the language, that which is hardest for the non-native learner to come by. In addition, since children often learn as much from one another as they do from teachers, the learning situation in the bilingual classroom is likely to be more favorable than in a FLES classroom.

If, as I have implied, FLES can usefully adopt such bilingual practices as making an early start, lengthening periods of instruction, making more use of native speakers of the target language, and making greater use of the target language as a medium for teaching other subjects, how can FLES benefit bilingual schooling? Since FLES has a longer experience than bilingual instruction, it has presumably perfected some teaching strategies, especially in the intermediate grades and in the area of language arts, which may be transferable.

Before concluding, I should like to suggest two areas that seem to me worth investigating; namely, out-of-school learning and learning by preschool children and especially infants. John Macnamara, a psychologist at McGill University, explores the first of these in an article entitled "Nurseries, Streets, and Classrooms: Some Comparisons and Deductions," and I have a companion article entitled "Children's Learning of a Second Language: Another View," both tentatively scheduled for publication in the September-October issue of The Modern Language Journal. A summary article of mine on "Bilingual Education and Early Childhood" will appear or will have appeared in Hispania at about the same time. Still another suggestive idea, that of the mobile classroom combined with daily TV lessons for young children and weekly visits in the home by a specially prepared teacher, is explained in a paper by Roy W. Alford under the title "Appalachia Preschool Education Program: A Home-Oriented Approach," to appear in Andersson and Mackey, editors, Bilingualism in Early Childhood: Proceedings of a Conference on Early Childhood, Rowley, Massachusetts: Newbury House Publishers, Inc., forthcoming.

With particular respect to French, it would be interesting to have a report on the use of teachers from France in the Louisiana bilingual programs and also on the possibility of replicating in this country the Lambert Home-School Language Switch Program in St. Lambert, near Montreal.

In concluding, let me wish for this year's FLES-Bilingual Report success in the form of wide readership and for its readers both satisfaction and stimulation.

FRENCH IS IN THE AIR

Anita Cipriani

Hunter College Elementary School
New York City

Search! Observe! Gather! Discuss! Set the stage for all things French! Have you heard, seen, eaten or smelled anything French?

-- The department store is planning a "Salute to France" Week. The local supermarket is having a special on French cheeses. The museum is showing a new exhibit of Impressionist paintings. Look at the interesting French vocabulary in the dress advertisement. My sweater had a tag with washing directions in French and English. The new French restaurant in the neighborhood has delicious food. See the birthday card from my godchild in France!

Chic! The ambiance has been created. From then on it becomes more and more difficult to find space for all the miscellaneous realia in our _Quoi de Neuf_ corner, or even enough time to discuss all the French happenings.

We are told about some of the words that are gleaned from conversations heard on the bus or in the street. We are kept informed of the French personalities in the media. Did you know that the singer Mirielle Mathieu whose record we heard in class was on television?

We are always eating exciting imaginary meals in French class via menus from restaurants and banquets, labels from candies, cookies, canned vegetables and sodas.

We take many armchair trips with airplane realia (brochures, seat sign) hotel signs (Ne Pas Déranger) and souvenirs from French-speaking countries.

We even manage to get a whiff of the fabulous French perfume with the empty bottle.

En réalité French is in the air!

FLES TECHNIQUES

Harriet Barnett

Dobbs Ferry Middle School
Dobbs Ferry, New York

Unfortunately so much has been written and spoken about which techniques are good and which are bad and which are forbidden that I hesitate to add to the collection. As far as I am concerned, the matter is uncomplicated; if the children are learning and are happy, the techniques being used are good; if they are not learning OR are unhappy, the techniques being used are not good. Does this seem simplistic? It is the formula I have arrived at after fifteen years as a FLES teacher.

When I started teaching FLES classes I was careful to apply the techniques which were considered good or at least acceptable. I remember feeling that my students were ready to see the printed word but being afraid to let them do so because it was considered "bad". When I did finally give in to my feelings, I closed the door so that no one would see what I was doing. Do you know what???? The students were pleased with the reading and responded most positively.

I had been right in my feelings after all. This made me realize something about pedantically stated good and bad techniques.

There are many techniques which are excellent for some students and quite bad for others, depending on the student and the situation. How can one come up with blanket "good" and "bad", or "do" and "don't"? There are FLES classes which meet once a week and those which meet seven times a week; those which meet for ten minutes and those for forty-five minutes; FLES classes that are considered "special" or "extra" and FLES classes that are considered a part of the regular academic program; FLES classes that meet in a basement and those that meet in a well-supplied room; FLES classes taught by high school teachers, elementary school teachers, FLES teachers, volunteer students and parents; FLES classes in open schools and in traditional schools. How can any formulae be good or bad for all of them? It can't.

FLES techniques which are generally good are those that capture the imagination and interest of the students to the degree that they will be willing to go through many and varying tasks for the long periods of time it takes in order to learn the language. While employing techniques such as songs, games, contests, etc., the teacher should let the children realize that this subject is a serious business which does involve some work and time and that the end result will not come immediately.

If I must come up with one over-all technique which I associate with FLES classes, I would say "playing games". I call "games" anything that is "fun". All my drills are called 'games'. Sometimes they involve class, groups, grade, or individual competition. Sometimes there is a prize involved; sometimes a smile; sometimes a cheer. If I call an activity a 'game' and sound enthusiastic or excited, it becomes a 'game' to them. My 'games' do not take place at the end of a period "if the students are good". It _is_ the period lesson and I simply expect them to be good, because they are involved in an interesting, pleasurable and meaningful activity. I have never found any lesson that could not be taught through a 'game' of some sort. All it takes is a little imagination and a little understanding of what interests students at this or that age. Let me give a few examples of what might constitute a game. I tell the students not to break the chain (which is, of course, non-existent). I act as if it would be painful to do so. Then we proceed to either: ask each other questions such as, "How are you?" "I am fine". "How are you"? "I am fine"; or each describe something on himself, e. g. My shirt is red; My blouse is blue, etc., or count; or spell; or repeat; etc., etc., etc. Each time a chain is broken we all moan and begin again. What better repetition to the end of mastery? What fun! We have a reading game in which we try and try again until we read perfectly. We have a copying game in which we try to be the first to copy perfectly or a vocabulary game or a grammar game. Do these activities sound vaguely familiar? Call it a game, get enthused about it and see what happens!

The student should leave school feeling that his FLES class was the greatest class of the day and feel that "he will prepare that night so that he will be ready for more fun the next day".

SOME RECENT ARTICLES REGARDING SYLLABI IN THE TEACHING OF FOREIGN LANGUAGES

by

Yvonne Hebert
Lafayette, Louisiana

In reading samples of materials regarding the content of curriculum in the teaching of foreign languages it becomes increasingly apparent that no one facet of the broad topic of teaching foreign languages stands alone. World events and scientific developments have influenced changes in the materials of the curriculum equally as much as have new philosophies and purposes in the teaching of foreign languages. As a result many factors contribute to the raw materials of the curriculum. It appears to me that all the components of foreign language teaching are inter-dependent, inter-related and over-lapping so that one cannot think of the topic of curriculum as being separate from, for example, the methods or goals in the teaching process, except in a very limited sense.

In his book entitled Curriculum Trends in Foreign Languages,[1] . Philip D. Smith, Jr. examines the changes that have taken place in the field of foreign languages in the past few years as they relate to curriculum content. He identifies five broad areas which he sees as being responsible for the great modifications in the study and teaching of foreign languages. These are: a) "A new realization of the nature of language learning" b) "New Philosophies and objectives" c) "An awareness of the relationship between foreign language study and national survival and the realization that the right languages are not being taught" d) "New teaching aids, methods and materials have been developed" e) An examination of the study of foreign languages including the elementary school".

With regard to the first area he proposes that the true aim of language learning should be communication. In the past "the philosophy and method of foreign language learning has been built on those of the Latin grammar school whose goal was to teach grammatical rules and verb paradigms". The modern aim is "to teach a language and not about a language".[2]

Robert J. Nelson in a book entitled A Modern Curriculum in French Studies[3] writes of the broadening of horizons in foreign language education as accounting for the fact that the reasons for the study of foreign languages are no longer a single goal for the study of French, for example, for the single purpose of arriving finally at an ability to read the French literary masterpieces so as to be able to make a study of comparative literature.

In speaking of the awareness of the importance of foreign languages in terms of national survival, Mr. Smith indicates that at the present time there is "need for people who can communicate their skills and knowledge to a native....in a foreign country. A computer can do a fair job of translating but it cannot shake hands." Moreover, world conditions demand more than "simply turning out more translators and interpreters."[4]

According to Mr. Nelson, "there are more than thirty French-speaking nations in the world and French underlies their social, political and cultural histories". For this reason "teachers of French must be informed in areas of French culture, Fine Arts and daily life." He suggests "that most students are not interested in language in the highly technical way appropriate for students primarily interested in linguistics."[5]

Again underlying the inter-relatedness of curriculum with methods, there appears to be overall agreement that modern language teaching "methods attempt to imitate the natural process. Language is taught orally in life situations and the structure is unconsciously learned by the child by the age of six years."[6]

According to the Northeast Conference on the Teaching of Foreign Languages, Reports of the Working Committees, 1970,[7] " a wide variety of learning experiences should be provided to take care of the different learning styles of students. Most students benefit by having materials presented in very concrete ways. They should be able to see, hear, smell, touch and sometimes even eat what they are learning. Instructional materials provided, should, first be multi-sensory and serve as a vehicle for student identification and involvement and, secondly, be diversified enough so that ethnic American children can learn that foreign languages are also spoken by masses of non-white people." Further that the emphasis in linguistics should be "placed on analogy rather than analysis."

According to Gerald E. Logan, in his work entitled "Curricula for Individualized Instruction,[8] specific curricula for individualized learning of foreign languages seem to be undergoing implementation at an almost explosive pace across the nation, as appears evident by the frequency "of the occurence of the topic in the programs of foreign language meetings during the current school year." He suggests that sources of material that have been found to be very attractive to students are authentic books, magazines, records, textbooks, plays, et cetera, from the country of the target language being learned." He lists many types of international agencies, governmental as well as commercial, which can either provide materials "directly or act as go-between in obtaining materials of great interest for specific children."

In _Guidelines and Regulations: Foreign Languages in the Elementary School_,[9] Byron F. Stetler suggests the following criteria for the selection of materials: A) Materials should be presented so as to "follow the natural sequence of hearing, speaking, reading, writing;" B) That they should "meet individual differences;" C) That "vocabulary should be related to immediate interests;" D) That "learning be from whole to part by meaningful sentences and expressions;" E) That "the learning experiences be enjoyable and permit students to plan class activities;" F) That "children should be able to evaluate their growth;" G) That "one unit or dialogue leads progressively to the next."

In The Changing Curriculum: Modern Foreign Languages,[10] Edward D. Allen and others recommend that even assignments outside the classroom be limited to "the listening of the target language or reading in English on the culture and civilization of the country whose language the children are learning."

In Foreign Language Innovated Curricula Studies: End of Period Report,[11] James McClafferty outlines a three year curriculum project. This is an extensive report and contains a wide range of materials relating to the teaching of Foreign Languages. Of particular interest to teachers of French (perhaps more so at the secondary levels) is the French Humanities Test B-11 which is heavily laden with cultural and historic significance. Materials recommended for the teaching of foreign languages in the primary grades should consist of "those designed for practice with linguistic and conceptual features." Further it is suggested that "the Cassette Take-Home Program of the Learning Laboratory using social studies tapes can be used with third and fourth grades."

There appears to be wide acceptance of the imperatives of the "use of modern technology in a truly modern way." Audio-visual aids "are most helpful in teaching pronunciation and authentic images of the foreign culture. Tapes, both audio and video permit the learner to proceed at his own pace, to adapt his idiosyncratic learning patterns and goals to the materials. Radio, television and movies provide a scope and variety that no formal curriculum can hope to provide. And these media do so naturally and casually."[12]

According to Mr. Smith, the teaching "aids, especially the language laboratory, are changing the curriculum." And additionally the Bell Telephone Laboratory claims an increase in learning efficiency of at least 50 per cent by students using the language laboratory."[13]

Mr. Nelson suggests that the tapes employed in the laboratory "be available to the student on a 'library' rather than a 'laboratory basis'."[14]

Other reasons listed for the use of the learning laboratory concept is the incidence of higher achievement "covering factual knowledge and insights into the art, music, history, geography and current events" of the country whose language is being learned, as well as increasing "the students' interest in the social aspects of the country."[15]

Again with regard to audio-visual aids, Mr. Nelson indicates that because of these specific aids a "learner... may...achieve that awareness of tradition of man-in-time that had been feared would be lost by the totalitarian use of modern technology." He is of the opinion that "the reliance on modern technology fulfills the ancient and worthy goals of Humanistic education."[16]

Further, in support of or justification for the use of audio-visual vis-à-vis the use of grammatical texts "as was almost exclusively employed formerly in the teaching of foreign languages), Mr. Smith indicates that the "latest secondary text books for beginning students do not contain a single rule of grammar or grammatical terms."[17]

In "Should the Objectives and the Nature of a FLES Program be Changed to Meet Special Needs",[18] Betty Jane Mace makes reference to the fact that because of the "host of diverse learning needs within the school population "within the urban school district of Seattle) flexibility and variety must be designed into the content, format and teaching strategies of their FLES Program." For example, she discusses how the FLES Program in its content and planning "provide on the one hand for the expansion and enrichment of a meagre environment and the isolated or sub-cultural existence for the culturally deprived child" to focusing "as well to an appreciation of another's language and a sensitivity to personal and social values quite different from his own."

Specific suggestions for the use of slides and filmstrips available for foreign languages are made in Northeast Conference on the Teaching of Foreign Languages. Reports of the Working Committees 1969.[19] These are outlined as being: A) "Materials made by the teacher, as for example, one having skills in photography may present personal foreign travel photos which have a special impact on students"; B)"Materials produced commercially: six sources for still-film materials are listed"; C) One source for still films and slides which may be obtained free of charge; D) A list of four "national instructional video-tape libraries" is included.

Other raw material for use in the FLES Program may be found in "Useful Current Materials for Elementary FLES and Bilingual Classes".[20] In "Useful Games and Drills",[21] explicit details for their execution are included. In "Activity Games",[22] games are described which can be adapted to the foreign language classroom and setting. "Drill Games",[23] consist of games presented in a foreign language. "A List of Films Recommended for Children and Adolescents up to Sixteen Years Following Selections made in Twenty-Two Countries"[24] is self-explanatory.

Lastly, teachers in secondary bilingual programs may be interested to know that "all textual materials" referred to in the McClafferty paper "are available through E R I C."[25]

FOOTNOTES

[1] Philip D. Smith, Jr., Foreign Language Consultant, U. S. Department HEW, Office of Education. Curriculum Trends in Foreign Languages. E R I C 1970 ED 041 513.

[2] Ibid.

[3] Robert J. Nelson, A Modern Curriculum in French Studies, U. S. Department HEW E R I C 1971 ED 044 064.

[4] Smith.

[5] Nelson

[6] Smith.

[7] Northeast Conference on the Teaching of Foreign Languages. Reports of the Working Committees. 1970. Joseph A. Tursi, Editor.

[8] Gerald E. Logan, "Curricula for Individualized Instruction", Britannica Review of Foreign Languages Education Vol. 2 1970. Encyclopaedia Britannica Inc. Chicago, William Benton, Publisher.

[9] Byron F. Stetler, Guidelines and Regulations: Foreign Languages in the Elementary School. Department of Education, State of Nevada E R I C 1970 ED 041 515.

[10] Edward D. Allen, Frank Otto and Leona McGlenn, The Changing Curriculum: Modern Foreign Languages. Association for Supervision and Curriculum Development, NEA. 1201 6th St., N. W. Washington, D. C. 20036. Library of Congress Card Catalog Number 68-29671 E R I C 1970 ED 037 110.

[11] James McClafferty, Foreign Languages Innovated Curricula Studies. End of Grant Period Report. Title III ESEA 1968-1969. Ann Arbor, Michigan Public Schools, Michigan Office of Education, Department of HEW, Washington, D. C. ERIC ED 035 327.

[12] Nelson.

[13] Smith.

[14] Nelson.

[15] McClafferty.

[16] Nelson.

[17] Smith.

[18] Betty Jane Mace, "Should the Objectives and the Nature of a FLES Program be changed to Meet Special Needs". Hispania, Vol. 54 Number 3 September 1971.

[19] Northeast Conference on the Teaching of Foreign Languages. Reports of Working Committees. 1969. Mills F. Edgerton, Editor.

[20] Benita H. Bendon, "Useful Current Materials for Elementary FLES and Bilingual Classes". The Instructor. March 1972.

[21] Joan M. Macey, "Useful Games and Drills". The Instructor. August - September 1969.

[22] Thomas J. Martin, "Activity Games", The Instructor. January 1970.

[23] Shirley A. Mell, "Drill Games". The Instructor. February 1970.

[24] "A List of Films Recommended for Children and Adolescents up to Sixteen Years Following Selections made in Twenty-Two Countries". Reports and Papers on Mass Communication #19, Barrot and Billard. United Nations Educational, Scientific and Cultural Organization. Paris, France. UNESCO, Ave. Kleber, Paris - 16 E, France E R I C Research in Education 1969 ED 022 375.

[25] McClafferty.

IS A PRE-SCHOOL PERIOD ESSENTIAL?

by

Raymond Domingue
Notre Dame Academy
Crowley, Louisiana

There has been very little empirical research done on when is the best time to introduce reading into the FLES program. It seems that most of the writing on the subject were accomplished prior to 1966 and it should be noted that the audio-lingual methods of presentations were in their "hay day" and primary emphasis was being placed on the ability of the child to speak the second language.

The predominant and prevailing opinion of the authorities at that time was that a child learning a second language should have an extensive pre-reading period where the skills of listening and speaking were fostered. The rationale for this reasoning seems to stem from the nature in which a child learns his first language- that is to say, he has a great time lag from the time he begins talking until the time he is involved in the graphics of the language.

What follows is a brief review of opinions related to the delaying of presenting reading skills in foreign language.

Professor Theodore Andersson[1] in speaking about a six-year sequence of foreign language study, from grades seven to twelve;

> It would be well at this point, in order to see the whole of the teacher's tasks, to sketch the main features of a course of study beginning in grade seven and continuing through grade twelve. The first stage is largely audio-lingual because it emphasizes the training of the ear and the tongue without the use of the printed word.
>
> Stage two, in grade eight, continues to provide practice in hearing and speaking and continued exposure to culturally authentic materials. Here, however, reading and writing are commenced both at the same time...

An early Northeast Conference on the teaching of Foreign Languages working committee had the following to say about reading in the FLES program, "The first 2 1/2 years (beginning in grade three) should be devoted to the teaching of listening-speaking skills with no attention given to reading and writing..."[2]

The report continues to expand upon the ways of presenting the various materials orally and requiring the students to practice both their listening and speaking skills. The committee did, however, address itself to the question of including reading in FLES. The response is as follows: "Yes, when a program begins in grade three, reading should be carefully introduced in the second semester of grade five. The program should be developed whereby students read at first only material which they have presented orally." The report continues to say it is important to note that the audio-lingual skills should not be neglected when the reading skills are introduced.

A conference was formed by the following two organizations jointly, the MLA Foreign Language Program and the NEA Project on the Academically Talented Students.[3] A portion of their report dealt directly with the subject of reading in a foreign language program. The priorities of this conference are clear when they state:

> The first or audio-lingual stage is by far the most important; it is not only providing for the most immediately satisfying and useful skills (hearing and speaking) but it lays an indispensable foundation for the other two skills (reading and writing). In this first stage only the ear and tongue are trained, without the use of the written language. This exclusively audio-lingual stage may vary in length from two or three years at the elementary school level to a very short period at the college level.

> At the first stage (of reading) the student will read only what he has already learned to say. The priority of hearing and speaking should continue until the student's audio-lingual skills are well developed. How soon students reach the stage of safe initial exposure to written material will depend on their age, their language skill, and the language they are learning.

The feeling of a need for delayed reading is found to be prevelant in the establishment of foreign language programs at the state level as seen in a report by Homer Dyess,[4] Supervisor of Foreign Languages, Department of Education for the state of Louisiana. The state has established guidelines for continuity of foreign languages from grades K-12. In this report, Mr. Dyess expresses the belief that reading should not be introduced into the system until the student has completed between three to five years in FLES assuming he started his studies in the first grade.

A doctoral dissertation written by Dr. Alfred Newton Smith, Jr.[5] summarizes the prevelant ideas of most teachers in the foreign language field reading:

1. An extended audio-lingual period is recommended before reading instruction is begun. The length of this period is determined by the following linguistic needs of the beginning reader: a) a fluent pronunciation of all the beginning reading material, b) a vocabulary that is large enough to permit the acquisition of a sight vocabulary containing sufficient examples of the first sound-symbol

> relationships to be established, c) enough variety in structure to permit the composition of interesting recombined materials.
>
> 2. The first reading activities are the whole sentence reading of memorized materials. This whole sentence reading is immediately extended to include the oral reading of reconstructed sentences grouped and contrasted to develop in the student an awareness of intonation patterns, word order, and word term symbol analysis occurs.
>
> 3. Whole words are pointed out of context, isolated drilled individually, and returned to appropriate contexts to develop in the student the rapid recognition by sight of whole word formation....

There is a second side to each coin and now let us examine some relevant research that has taken place since the early conception of the audio-lingual methods.

The first experiment to be considered is one done in Nova High School, Fort Larderdale, Florida, by Estarelles and Regan.[6] The subjects were 40 students, with mean age being 13. The students were in their first year of Spanish. The procedure was as follows:

> The control group began with tapes and classroom presentation of the Audio-Lingual Materials, conventional classroom procedure and laboratory sessions, but no written text. The experimental group was given written programmed materials coordinated with audio tape recordings prepared by these authors. These materials included problems in discrimination, pronunciation and writing of vowels and consonants, syllabification,

BEST COPY AVAILABLE

> stress, linking, and intonational patterns. The technique of presentation was a linear one in which some problems were only written and others were oral-aural and written. Phonemes were associated with their graphemic transcription, then graphemes were used for aural discrimination of phonemes with an immediate reinforcement between the link phoneme-grapheme or grapheme-phoneme. Aural-phonemic and graphemic discrimination was followed by pronunciation and imitation. The program had self evaluating tests and a final test for the terminal behavior.

The researchers had this to say about the project:

> Although the overall results of this pilot project are not conclusive, since there are some flaws--lack of data about their language aptitudes, small sample of students, for example--the experiment undoubtedly points out the fact that with appropriate materials and an appropriate teaching-learning process, involving intensive instruction of sounds and letters presented simultaneously and reinforcing each other, does not hinder the progress of students in a foreign language. Rather it helps them and accelerates their progress in the meaningful learning of long and short utterances. Most probably it also helps them in recall and retention of these utterances. The visualization of the sound through the grapheme prepares the student for the sequence of sounds, thus providing less "information" for each symbol, whether sound or letter. Thus this approach (sound and letter taught simultaneously) also give the student more "redundancy" in the foreign language by giving him early training in some of the cues which give the native speaker the partial predictability of items and their sequence in his native language. This, we believe, accounts for the rate of progress of the experimental group over the control group. It also accounts, we believe, for the success of the experimental group in the A-LM listening comprehension test. They could recall and predict the phonemic and

> graphemic sequence better than the control group. If they missed some sounds, they had sufficient "redundancy" to still grasp the "meaning" of the utterance.

Another study in this area was conducted by Gladys C. Lipton.[7] This experiment involved above average intelligence children in New York:

> It was hypothesized that there would be no difference between the auditory comprehension in French of the experimental group using listening, speaking, and reading activities and the auditory comprehension in French of the control group using only listening and speaking activities, in the first year of FLES instruction. Specifically, the experiment attempted to answer the question: Do pupils who have used reading activities from the second day of instruction perform better when tested in auditory comprehension than those pupils who have not had reading activities?

The following is a summary of the results. The major findings of the study were:

> 1. The experimental group was superior to the control group when tested on auditory comprehension of French. The difference in performance of the two groups was highly significant at the .01 level.
>
> 2. The girls consistently outperformed the boys in each group.

The results of this study would seem to lend support, as far as French is concerned, to those methods of foreign language teaching which include reading activities in FLES in the first year of instruction, without waiting for a "time lag" other than a preliminary audiolingual presentation of new material, the lesson before the visual presentation. In this study, this meant that the children were reading the second day of instruction. It must be noted, however, that these conclusions are based on findings in an experiment dealing with a gifted population in Grade Four in New York City.

"It is reasonable to conclude that where some children are having a problem in FLES programs which involves only listening and speaking activities the inclusion of reading might be helpful in the development of auditory comprehension..."

"These conclusions might also indicate the possibility of a change in methodology from the purely aural-oral for the gifted child."

Dr. Lipton also pointed toward the lack of research in this area by posing several questions. Here are three of them:

1. What would be the effect of reading activities upon a non-selected population? Would the benefits in favor of the experimental group be duplicated in an experiment that was not limited to a gifted population? Specifically, would children who are not reading on grade level in their native language profit from the introduction of reading activities in French?

2. What would be the limiting or inhibiting effect of reading activities for the objective of the measurement of oral production of French? Although the standards for pronunciation and intonation in this experiment were judged comparable in both groups, and at a high level, it would be important for a study to be made of the effect of an oral and visual presentation upon oral production.

3. What would be the effect of reading activities upon auditory comprehension of Spanish, a foreign language which has fewer inconsistencies in the sound-letter correspondences? Would the results still favor the experimental group? Would similar results be obtained in other languages?

In an article by Robert Lado one finds the following summary of the current trends in research findings.

> ABSTRACT: The widely held assumption that it is harmful to allow students to read from the beginning what they are expected to master orally was tested experimentally with the result that reading appears to facilitate rather than obstruct language acquisition without significant negative effects on pronunciation. Evidence from experiments reported by others gives further support for this conclusion. Tests of language skills (aural perception, pronunciation, control of vocabulary) conducted among students of various languages and ages at the beginning level show significantly superior results among the students exposed to written as well as auditory stimuli as opposed to those exposed to the purely auditory. On the basis of the evidence it is concluded that reading should be given an expanded role in language teaching from the beginning. Specifically, although it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak. The evidence is against a completely oral prereading period.

He sights as references for these statements work done by himself, Lipton and Hawkins.

Lado's work has been mostly at the college level working with first time students in Spanish, as a foreign language.

The work of one such research with college students yielded the following results:

The subjexts were college students who had never been exposed to the Spanish Language. The findings are as follows:

"The results in all the types using graphic representation alone or in combination with oral presentation were higher than oral presentations alone. The differences are significant."

He summarizes his article, "We see that exposure to the written form of the dialogs had significant favorable effects on the amount of material memorized and it did not have a statistically significant negative effect on pronunciation for this experiment".[9]

The following is a brief description of research done by Hawkins[10] in the area of delayed readings.

This study was carried out in an attempt to discover whether the approach which proves effective in one foreign language also proves effective in other foreign languages under the same conditions.

The study was limited to beginning students in three foreign languages in the Monroe County Community Schools and the Division of University Schools, both in Bloomington, Indiana. It involved 112 French students, 98 Spanish students, and 43 German students at the junior high and senior high levels. In the 1969-70 school year at the beginning of the study, the students had already been assigned to their foreign language classes and no control was exercised by the writer in the assignment of students to class sections.

Findings based on all three languages:

1. French. In the study of French it is suggested that there is a learning difference attributable to sex; that males perform better following simultaneous presentation of the written word while females perform nearly equally well whether the written word is introduced simultaneously or withheld for a period of time. Among students at both the junior high and senior high level higher mean scores were achieved under the SP approach.

2. German. In the study of German, both males and females received higher mean scores under the SP approach than under the P-R approach. No comparison of the two approaches could be made between grade levels since there

were no junior high students in the P-R group.

3. Spanish. In the study of Spanish, based on these findings, there is no significant performance difference in favor of either the SP or P-R approach where sex or grade level is concerned.

The purpose of this study was to determine if there is a significant difference between the pronunciation of students who have had an initial prereading period of instruction and students who were introduced simultaneously to the sounds and their written equivalents.

I realize that the first part of this paper was based on assumptions and generalizations; however, there was very little concrete results which could be found in direct support of the delayed presentation of the written word.

The research found favoring the introduction of the graphic symbolization was for the most part done either with children of above intelligence children of junior high level or higher. It seems fitting to note that very little concrete results could be found in direct support of the delayed presentation of the written words. Furthermore, the research found favoring the introduction of the graphic symbolization was for the most part done either with children of above average intelligence, children of junior high level or higher.

I would still have to agree with Nancy Modiano[11] when she says, "Reading in the Foreign Language should be delayed until the child has learned to read in the first language... In any case reading should be introduced in only one language. Reading in the second language should be delayed until the child has become literate in the first... Here she was making reference to English as the foreign language and delaying the introduction of reading in bilingual program.

BIBLIOGRAPHY

1. Andersson, Theodore, The Education of the Secondary School Teacher, (Conn: Wesleyan University Press, 1962).

2. Schmitt, Conrad J. et al., "Foreign Language Teaching: Ideals and Practices, Working Committee I," Northeast Conference on the Teaching of Foreign Languages, 1964.

3. Starr, Wilmorth, H. Mary P. Thompson, and Donald D. Walsh (eds.), "Modern Foreign Languages and the Academically Talented Student, 1960.

4. Dyess, Homer B. and R. D. Kastner, "The Sequence- K to College," FLES: - Projections into the Future, Nov. 1968.

5. Smith, Alfred, N., Jr., "Reading Instruction in English and in Modern Foreign Languages: A Comparative Study." Dissertation Abstracts 29 (1968): 1489A (Ohio State).

6. Estarellas, Juan and Timothy F. Regan, Jr., "Effects of Teaching Sounds as Letters Simultaneously at the Very Beginning of a Basic Foreign Language Course", Language Learning, (vol. XVI numbers 3 and 9, 1966), p. 173.

7. Lipton, Gladys C., "To Read or Not to Read: An Experiment on the FLES Level," Foreign Language Annals, 1968, p. 241.

8. Lado, Robert et al, "Massive Vocabulary Expansion, Phase II: The Effect of Oral and Orthegraphic Stimuli on the Memorization, Pronunciation of Basic Dialogues, Final Report Dec. 1970.

9. ____________________, "Evidence for an Expanded Role for Reading in Foreign Language Learning", (Ed-044-975).

10. Hawkins, Lee E., "Immediate Versus Delayed Presentation of Foreign Language Script," Modern Language Journal, 1971, p. 280.

11. Modiana, Nancy, "Reading in Bilingual Education:" Paper read at the annual meeting of TESOL, Washington DC, 1972 (Ed 056-574).

FLES ARTICULATION

Marilyn Stelly

Arnaudville, Louisiana

Since the early days of FLES, we have known what good articulation requires. Its practice has been much harder to find. -- Ed.

The material presented in this paper deals mainly with the meaning of FLES articulation, types of FLES programs which would provide effective articulation, and studies of articulation in actual FLES programs. According to Edward Kruse in his article entitled "Toward Ideal Foreign Language Articulation," articulation is the coordination of all parts of an instruction program, including "objectives, methods, materials, testing, and teacher training." In reference to articulation in foreign languages, he defines it as "the clarity and cohesiveness of planning and teaching a foreign language."

Kruse sets forth an ideal language program which begins in the elementary school and continues through the twelfth grade. A foreign language advisory board should exist, composed of elementary, high school, and college teachers. A supervisor should be in charge of the entire program. Kruse claims that articulation can be achieved through seven steps:

1. Clearly defined goals. Each school system should set up its philosophy of foreign languages.

2. Through proper supervision. The foreign language supervisor should have authority to carry out the goals of the program. It is imperative, however, that all administrators, guidance personnel, teachers, and parents know what these goals are.

3. Through sequential planning. All the following people should plan the program: Foreign Language supervisors, representing administrators and school board members; teachers who will be involved in the program; university or college liaison personnel for foreign languages; and parents, who represent the community.

A 2-track system is most appropriate for the scheduling for college-bound and non-college bound students.

Plans must be made for "drop-ins", transfers from other programs.

When the pupil registers, tests must be administered. They can be:

a. prognostic (for those students not already in a foreign language program)

b. cooperative (for placement of those in a regular program)

c. proficiency (for those in a comparable sequential program)

If proper testing is not performed, the pupil feels insecure and may possibly drop out of the program, giving many varied reasons for doing so.

Within the K-12 sequence there is need for close coordination between grade levels. Language meetings within grades as well as with other grade level teachers are essential, but should not be held so frequently that they become burdensome.

4. Through syllabi for each level. These syllabi should include: basic texts, essential material to be covered, sample lesson plans for various aspects of curriculum. Teachers in advanced levels who taught elementary levels can help formulate these syllabi by stating their views. Among other things in the syllabi, "tricks of the

trade" could be included. These would be hints that help put material across effectively. Additionally, a list of available materials in the form of a well-organized bibliography would be valuable.

5. Through properly selected materials. The evaluation of materials should be done by a committee of teachers of each language at various levels. Foreign language supervisors should ultimately decide on the materials. The Foreign Language curriculum coordinator of the local college should be consulted while selection is going on. A close liaison with local college language methods teachers would be helpful.

6. Through a unified basic methodology. All teachers should follow basically the same method.

7. Through proper testing. Testing should be uniform.

If a person is to set up a FLES program, one should ask several questions to determine if FLES instruction will be effective. Wilga Rivers states in her book, Teaching Foreign Language Skills, that the following questions must be considered:

1. Why a FLES program?

2. In what grade level will it begin? Will there be enough qualified teachers in the future to expand the program

upward? If not, it is better to start the program at the fifth or sixth grade and expand downward, rather than discontinue the program after several years. If downward expansion is implemented, one will have to redesign the teaching content for the different years as one extends the program.

Elementary and high schools should communicate closely about their programs to make sure that one leads to the other and that the other follows closely. FLES "graduates" may be disappointed and frustrated if they begin the first year of high school with pupils who have never studied a foreign language.

Donald Walsh writes in his article, "Longer and Better: the Foreign Language Sequence," that the seventh grade is the first articulation point in the foreign language sequence. At this grade level there should be one or more classes for junior high foreign language, so that a person who has just come out of FLES may immediately resume foreign language study at his level. He should not be forced to continue foreign language study with beginners or with advanced language students.

If a special track is set up for FLES graduates, the

the junior high school foreign language staff should find out exactly what was learned by the pupils by:

1. visiting FLES classes
2. talking with FLES teachers
3. testing students, using a test with standardized scores like the MLA Cooperative Classroom Tests to measure learning in the four skills: listening, speaking, reading, and writing.

Walsh further states that there should also be articulation in content, personnel, and testing. Articulation in content is needed so that students won't have to repeat what they've already had. Lack of content articulation causes dropouts in these programs and dropping of the programs.

Articulation in personnel is needed. Each foreign language teacher should know what the other teachers are doing. He should know the horizontal state of foreign language instruction--what other teachers are doing in courses parallel to his, and what teaching devices are being used which he could employ. He should know the vertical state of foreign language instruction--what material is being learned in courses more elementary than his, what learnings take place in courses which his graduates will take. In reference to horizontal articulation, a city-wide foreign language coordinator is of great assistance.

Articulation is reinforced by testing, minor and major. The results of testing should be confirmed by an outside evaluator at times. Otherwise, the teacher of a below average class will tend to lower standards. On the other hand, a teacher of an above average class may raise his standards.

In "Modern Foreign Languages: a Four-Year Program (and) a Six-Year Program" by Tora Ladu, much emphasis is given to the articulation of levels of learning within the field of foreign languages. A level of learning indicates the level of achievement expected, regardless of the grade level and specifies the amount and range of language learning expected without consideration of the time involved. Syntax, morphology, and phonology are identical on a given level, although vocabulary and subject matter may vary according to the maturity of the students. The type of class activities may also vary.

Where foreign language begins in the elementary school, three or four years constitute Level I. These students should be kept in a separate "track" until Level III, because learning experiences vary with age. The level-grade equivalencies are: Level I: Gr. 4-5-6 (for students beginning in elementary school)

For sixth grade or below, periods of 30 min/day, 5 days/week are recommended. Ladu also recommends that for Level I, 50% of the time should be spent on listening, 30% of the time on speaking, 15% on reading, and 5% on writing.

In The Changing Curriculum: Modern Foreign Languages, further emphasis is given to proper sequencing of levels and to the allowance for beginning foreign language students to progress through levels as one unit. The booklet states that the success of the foreign language program in elementary schools depends greatly on how it fits into the entire foreign language instructional sequence. Twenty to twenty-five minutes/day in grades 4-6 should allow pupils the opportunity to finish a great part of Level I. A 9-year sequence of five levels and 780 hours of classroom work could offer a deep understanding of another culture pattern, a high proficiency level in language skills, and an introduction to works of literature written in the language. The following chart illustrates the sequence.

Grade	Level	Credit	M	T	W	TH	F
4	la	1/3		20-25 minutes daily			
5	lb	1/3		20-25 minutes daily			
6	lc	1/3		20-25 minutes daily			
7	lla	1/2	1/2	1/2	1/2	1/2	1/2
8	llb	1/2	1/2	1/2	1/2	1/2	1/2
9	lll	1	X	X	X	X	X
10	lV	1	X	X	X	X	X
11	Va	1/2	X		X		X
12	Vb	1/2		X		X	

It is further stated that it is best to schedule three language tracks, if the enrollment is large enough. Students could begin FL study in grade 4, 7, or 9 and complete sequences of 9, 6, or 4 years respectively. Students who begin in elementary, junior, or high schools should be permitted to proceed through the FL instructional program as one group, rather than being combined with more mature students as they progress to higher levels. Each level requires material for a particular age group.

In his outline for the FLES course in Foreign Languages in the Elementary School Theodore Andersson sets forth behaviors which are expected throughout the FL learning stages. The first stage, the audio-lingual stage, is primarily aimed at allowing pupils much opportunity to hear, understand, and express themselves in certain situations. Daily periods should be 15-20 min. long. Dialogs are used which are built around familiar situations to all the children. First grade work should broaden the work done in kindergarten.

The work in second and third grades should primarily "intensify the children's experience in hearing, understanding, speaking, and acting with greater and greater ease, using materials of limited structure and vocabulary." During this stage, hearing should exceed speaking in a 60/40 proportion.

The entrance into the intermediate grades should be characterized by "an enlargement of the repertory of structures and vocabulary and by an extension of the number and complexity of the situations involved in the dialogs, all in accordance with the maturity of the children." Lesson lengths may be longer. The introduction of reading and writing is the chief difference between the primary grades and the intermediate grades.

At the end of a FLES program, a child will employ grammatically correct structures by directly imitating models. In junior high, he will grasp a conscious control of grammatical terminology and usage. In junior and senior high the student will build on the foundation laid in FLES. His storehouse of structures and vocabulary will be extended and he will read more intensively and extensively.

In the Britannica Review of Foreign Language Education, Vol. 2, edited by Dale Lange, articulation is viewed within the framework of individualized instruction, a context which differs from that found in previous research. Lange claims that little trouble should be encountered in articulating within a curriculum in a school or in a school system if behavioral objectives for each stage of progress have been set forth, or if a common text series or set of materials is used. If a local program knows exactly what it expects of pupils, placement testing can take care of any problems which arise. Each student can be placed where he belongs in the program. Sequences should be designed to be carried on until the student has mastered the basic skills, and there should be definite transfer points where a pupil can easily fit into another stream.

The future role of FLES in a well-articulated language program is considered in FLES: Projections into the Future, edited by Gladys Lipton. According to Chapter IV of this report, "The Sequence--Kindergarten through College," FLES can be effective if it connects the introduction of language learning to the attainment of more advanced basic skills. A proposed sequence of competency levels on the elementary level is:

K)
1(Pre-Level I
2)

3)
4(Level I
5)

6)
7(Level II
8)

Homer dyess and R. Kastner elaborate on these levels as follows:

Pre-Level I. It is the prelude stage to the beginning of listening and speaking skills which are found in dialog-centered materials of Level I. Activities of this level will be set up to reinforce sounds in the French language. Drill will be structured, and will be undertaken solely for practice of pronunciation in the language and not for communication.

Level I. The learner will encounter for the first time structure patterns in basic dialog which will be used for communication. The child will employ common form patterns which compose the basis for the language. Near the midpoint of this level, the child will be introduced to the basic sound system of French via the alphabet so that he becomes familiar with the orthographical system before seeing written French. Then reading and writing skills will be simultaneously introduced by using structures which the child has previously mastered.

Level II. This level begins with a review of everything, but on a broader basis than on Level I. Listening and speaking are important. Reading involves only previously mastered material. Writing involves dictation, completion, and recombination of drilled oral patterns. Structure is constantly re-entered and reinforced. At the end of Level II the learner is expected to master all structures in his immediate linguistic environment.

There have been actual studies concerning articulation. A study of the foreign language program of the school district of Baybridge was undertaken, as related in the Northeast Conference on the Teaching of Foreign Languages: Leadership for Continuing Development. The FL program begins in Grade 5 and ends in Grade 12. The program recently was revised to articulate better with junior high school methods, approaches, and emphasis by the addition of interdisciplinary units and more time for the development of reading as well as speaking and listening skills.

In Baybridge all the pupils are free to enter the junior high language program. About 70% continue their FL study. The guidance department, however, suggests to many students to wait until 9th or 10th grade to resume study of the FL. The junior high schools' FL departments are concerned about the loss of enrollment resulting from the curtailment of the FL program. When the FL becomes an elective in high school, very few students choose it. In fact, only 11% of the FLES pupils in the study pursued FL study through grade 12.

In "A Survey of FLES Instruction in Cities over 300,000" by Anthony Gradisnik, 31 of 42 cities surveyed had a FLES program. Five-sixths of the 31 cities said that their pupils had the opportunity to continue FL study upon entrance in junior high school. However, one third of the 31 cities claimed to have articulation problems between elementary and junior high school.

In addition to the problems of FL dropouts and lack of articulation between elementary and junior high school, there is also the problem of invalid FLES programs which contribute to the articulation problem. According to Theodore Rupp, in Pennsylvania there are few "Bona fide" programs, i. e., those starting no later than grade 3 and continuing through grade 6, meeting 5 times/week for at least 20 min. each time, with a teacher well-trained in the language who has followed a course of study and a syllabus, and a program offered to all the grades and articulated with the junior high school.

In Rupp's survey, he found that there are schools where FLES: began at grade 6; met only 2 times/week for 15 min., once/week for 30 min., one hour/week after school; where only exceptionally bright students participated, where no course of study existed, where teachers were competent to do not more than manipulate audio-visual machines, and where children who have had 3 or 4 years of FL go to a junior high where none is offered.

Literature has been found concerning the meaning of FLES articulation, the kinds of FLES programs which would bring about effective articulation, and articulation in FLES programs which have existed in reality. A considerable amount of information has been found which dealt with what a well-articulated FLES program should be. However, few examples of FLES programs which articulate well with junior high schools have been discovered.

BIBLIOGRAPHY

Andersson, Theodore. Foreign Languages in the Elementary School. Austin: University of Texas Press, 1969.

Association for Supervision and Curriculum Development. The Changing Curriculum: Modern Foreign Languages. June, 1968.

Dodge, James W. (ed.) Northeast Conference on the Teaching of Foreign Languages; Leadership for Continuing Developmen Montpelier, Vermont: Capital City Press, 1971.

Gradisnik, Anthony. "A Survey of FLES Instruction in Cities over 300,000." Foreign Language Annals (October, 1968).

Kruse, Edward L. Jr. "Toward Ideal Foreign Language Articulation," Language Methods Newsletter (Fall, 1969), ERIC #ED 034 457.

Ladu, Tora and others. Modern Foreign Languages: A Four-Year Program (and) a Six-Year Program. North Carolina State Board of Education. Raleigh Department of Public Instruction. ERIC #ED 046 307.

Lange, Dale L., Vol. 2 (ed.) Britannica Review of Foreign Language Education. 1970. Chapter 6: "Curricula for Individualized Instruction," by Gerald E. Logan.

Lipton, Gladys C. (ed.) FLES: Projections into the Future. A report by the FLES Committee of the American Association of Teachers of French. 1969. Chapter IV, Part A: "The Sequence--Kindergarten through College," by Homer Dyess and R. Kastner.

New York State Association of Foreign Language Teachers: Ontario Modern Language Teachers' Association. The Language Learner: Reaching His Heart and Mind. Proceedings of the Second International Conference. 1971. ERIC #ED 055 500.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University Press. 1968.

Rupp, Theodore H. "Unresolved problems in the Teaching of Foreign Languages," Research in Education (September, 1970), #ED 038 883.

INDIVIDUALIZING THE FLES PROGRAM

by

Marie Charvet Lala

Mount Carmel Academy
New Orleans, Louisiana

This is a resumé of facts and observations noted in various articles from 1966-1973, which will be chronologically presented and which should shed some light on individualizing a FLES Program.

Robert Glaser states that to individualize it is necessary to improve the educational objectives and the learning outcomes. A student must not be tested in comparison to the group, but rather his achievement should reflect his individual ability. (2)

There has been much discussion in the past decade concerning individualization, and many educators stress the necessity of individualizing in order to react against a curriculum that does not stress individual goals, methods, and speed. They want to get rid of the teacher-centered non-flexible classroom and have a student-teacher involvement with a flexible classroom which can be attained in devious ways, such as: the Computer (being looked into), the Video Tape Cassette, etc.. If Foreign Language education is to continue to be worthwhile and attain its goal of communication, it seems, according to Mr. Politżer, that individualization is the best method to use. (3)

In the report presented by the FLES Committee in Detroit, Michigan, December 29, 1969, the stress was placed on the necessity of a definite change in the teacher role and in the attitude of the administration to get the most out of an individualized program. This change of role and attitude is essential in both elementary and secondary levels of Foreign Language teaching. (4)

Although there is some material in this report not in favor of individualization, the bulk of the data presented is favorable to the concept. In the elementary schools, some non-FL students are rejecting individualization; the blame is being put on the teacher who is not resourceful or innovative. In those classes where the teacher is resourceful and employs varied techniques and materials the students are doing very well. Hence, the teacher in a FLES Program can very well influence a student and bring his motivation to a high level or a low ebb. Since each class and each student have their own personalities, the teacher can exploit this personality by individualizing and creating "a hot line" between students and teacher. The outlook for the future is that education in the classroom will be more or less self-instructional, self-paced, and ungraded. This is an idealistic situation, but until it becomes a reality, the schools have to cope with graded school systems and a high student-teacher ratio. However, it is possible to restructure the FL courses within this structure by using specific goals to develop communicative skills in "everyday conversation", in technical reading, radio broadcasts, etc., and allow students to choose the material which appeals to their individual interests and skills. Within the individualized program, part of the class time can be for large group instruction or review of certain structures and skills. The same results should not be expected from each pupil. The teacher, acting as counselor, should motivate and advise pupil to proceed according to his aptitudes, interest, and willingness to work. In some instances, achievement may mean being capable of reading elementary material with a dictionary and no time limit, or being able to obtain travel information by use of gestures and utterances not completely correct grammatically. (5)

The educators of the seventies are becoming more and more interested in the "New Student", and the New Programs. The report of the FLES Committee December 28, 1970 in New Orleans, states the following:

> The concept of IPI (Individualized Prescribed Reading Instruction) may also be useful in FLES. The reading laboratory of the Horace O'Bryant Junior High School in Key West, Florida, administers such a reading program successfully. Although designed initially for remedial work, the program is desirable for employment with average and superior students as well, and in a variety of disciplines..........All students can progress at a rate and level commensurate with individual achievement, abilities, and potentials. Each student is introduced to a variety of materials geared to individual instructional levels and interests which encompass all essential skills of reading: perceptual accuracy, visual efficiency, vocabulary and word attack skills, comprehension and interpretation, critical reading, appreciation, listening, and reference and study skills. The materials used include SRA Programmed Reading Kits and EDL (Educational Development Laboratories Units) (6)

The biggest obstacle to a FLES Reading instruction of this type is that there are no FLES programmed readers. There is sufficient material for oral work in FLES series to start, but there are no dialogues or drills for such programmed instruction. To really individualize FLES the time schedule must be "restructured". Here is a sample of the reading (IPI) described above, and which could readily be adapted by FLES:

Monday	Tuesday	Wednesday	Thursday	Friday
Controlled Reading (about 30 min.)	Study Skills Science 40 min.	Controlled Reading 30 min.	Study Skills Social Studies 45 min.	Study Skills Reference 30 min.
SRA materials (about 30 min.)	Practice Reader (about 15 min.)	SRA materials (about 30 min.)	Practice Reader (about 15 min.)	Free Reading (about 60 min.)

To illustrate the use of the above schedule: Take a class of 28 students, divide it into 2 groups of 14. Instruct one group for 15 minutes while the other group works individually with tapes, written drill exercises, such as matching, fill-in-the blanks, etc., or in groups of 2, 3, 4, 5 or 6 work on puppet show or dialogue. At the end of the 15 minutes, the groups exchange places. The FLES teacher in using this more or less individualized method, would not have to be always present; she or he can motivate students to work beyond the 15 minutes for as long as they like and use the programmed materials suited to each one's likes, strengths and weaknesses. (6 A)

The Stanford Conference, July, 1971, delved into the individualization of Foreign Language. Some of the aspects discussed were: the status of Individualized FL today, three perspectives of Individualization, and the realities to be faced. Individualization today is having a learner centered classroom in which the foreign language curriculum is set up to meet the interests, abilities, and goals of each student. Therefore in setting up the FLES program, the instructional goals, the means of reaching these goals, and the speed at which these goals should be reached, must be borne in mind because individuals have different needs which must be met whether independently or in groups of varying sizes. Another observation is that for a learner to benefit from any instruction, he must have requested it. Two realities that must not be overlooked are that it is impossible to eliminate a learner, and that it is impossible for him to completely instruct himself. He may put on a good front in order not to have teacher concern or interference, but in reality he is not learning with complete individualization. It is from

> these realities in elementary education and the attempts to deal with the organization of the reality which we label "instruction" that present concepts of individualized instruction have emerged.... The high affect of the term "individual" has interfered with our perceiving that it is a modifier of the essential concept instruction. (7)

Consequently, countless educational "sins" are committed daily because there is no differentiation between individual instruction and individual activity. Individual instruction within a group of learners can be most productive and efficient, and many educators regard it as the most efficient and effective methodology currently known. (7)

Individualization must set forth the learning task, what the student does to learn this task, and what the teacher is doing to ease student task. Most "so-called" individualization is focused on the learning task and not on how the teacher will meet the needs of the pupils, independently or in groups. To profit from instruction, a learner must want it.

> The Stanford Conference will hopefully not be the last professional conference to concern itself with Individualized Foreign Language instruction. The reality which motivated the Stanford Conference is that individualization is here and now, and this is probably a good thing. It may help us to rethink our own goals for teaching language to American students, and it may help us to appreciate what young people on this global village seek to discover in Foreign Language. (7)

Madeline Hunt in a speech delivered at the Washington Foreign Language Conference, March 19-20, 1971, distinguishes between individualized activity and individualized instruction. She points out differences between the FLES Learning and the Secondary Learning. She speaks of situations that create the atmosphere for the individualization of instruction within the group, and how this can be attained when working with a FLES Group, but with a different approach because elementary pupils need more adult support. An elementary student cannot be put into a self-teaching situation because he is too young to have "evasive skills" and when left to do "his own thing" will disrupt the class or annoy the teacher. Madeline Hunt further states:

> Because there are housing alternatives (I deliberately do not use the term learning alternatives) the elementary teacher is "stuck" with all the learners. She cannot use the magic wand of a D or an F to make a learner disappear. This reality became vividly apparent in our first investigations at UES in foreign language instruction... (9)

In Mr. Gougher' opinion, the student himself is the most active teacher. In this article, when he speaks of individualizing he does not suggest doing away with structured teaching programs, but rather have teacher and student share instructional role. (10)

An Indiviudalized FLES Program introduced by Harriet Barnett in Dobbs Ferry Middle School 11 years ago was such a success that it was soon introduced into other curricula in the same school. Harriet Barnett began the program in 5th, 6th, 7th, and 8th grades. She encountered some difficulty in the 5th grade level which was the introductory level. The pupils being younger were not capable of handling as much responsibility as the students in the higher elementary. However, she found the individualized program to be much less frustrating than the traditional one. (11)

Josephine Malek of the Metropolitan Toronto Separate School Board finds that individualizing poses technical disadvantages and academic advantages. In her 8th, 7th, and 6th FLES classes which are individualized on a one-to-one basis, or small groups, she uses many games, songs, stories, and drills in trying to meet the needs of each student. (12)

Techniques used to individualize Social Studies in grades 4 through 8, could very well be adapted to a FLES Program. Some of these are the report method, a step by step course in which each student does "his own thing", a game which reinforces material studied, and various exploitation techniques, such as dramatizing an event, or a story, cooking a meal, listening to music, making art projects, etc....In the Social Studies these devices are used to reinforce the complete unit. In this system, texts are still used for large group, but some of each class time is devoted to helping individuals in small groups who have a common problem. The Librarian works arm in arm with the teacher by having books, periodicals, articles, etc. on reserve for the students. One medium used for the reinforcement of factual material is a game such as "Tic Tac Toe" which is explained in detail in this article. This game may be played by small or large groups while the teacher is involved with another group. Here is the Tic Tac Toe which can be placed on an overhead projector or drawn on a chalkboard and played by placing an X or O in right category.

CONTINENTS	OCEANS AND SEAS	COUNTRIES
CITIES	POT LUCK	CAPITAL OF U. S. A.
CAPITALS OF EURASIA	SPELLING	LANDFORMS

This particular game is played according to the following directions:

> the actual game can be played with boys against girls or individual challenges. There is no attempt made at keeping the class's questions separated unless they are already ability grouped. When in teams, one member replaces another when he misses and the same game continues. Play continues until one player has three X's or O's in a row or all four corners, or until it is obviously a draw. Time to answer should be limited consistently for all players. A student or the teacher reads the top question in the category requested by the player and replaces it on the bottom of the pile. Questions are easily organized by stapling together nine 1/2-gallon milk cartons with the tops cut off. Others may be added to hold empty question blanks and extra categories.
>
> The teacher must enforce foul rules (yelling answers, distracting contestants, etc.) just as any television emcee does to insure a fair game. (17)

This game can very well be adapted to reinforce French Civilization, vocabulary, grammar, idiom, or verb drills.

A revolutionary individualized two year French Program for 7th and 8th was inaugurated in Mills E. Goodwin Middle School where student achievement is measured in terms of mastery of learning. The material consists of fifty(50) packets (LAPS) spread out over a two year period with classes the year round. The students attend school forty-five (45) days and vacation fifteen (15) days. Each student must develop a sense of responsibility and achievement. Classes vary from fifteen (15) to thirty (30) minute periods, and size of class from six (6) to twenty-five (25). Used extensively are the lab, Cassettes, Chalkboards, Posters, etc.... At the beginning of the scholastic year the parents are sent a letter advising them of the two year FL Program and how their children's progress or lack of progress will be checked. Parents are informed by means of a form letter of this progress or lack of it quarterly. (18)

A report by the Northeast Conference (1972) has remarked the following about individualism:

> Mobility and adjustability are also important values to Americans. One must keep up with the times and the fashions. Individualizing is supposedly much prized, but there is a subtle balance in our values between self-reliance, competition, and freedom on one side, and conformity on the other. In fact, the values of conformity and individualism seem presently on a collision course like the needs for modern plumbing and for unpolluted waterways, or for the affection of the dog and the clean sidewalk in Manhattan. (19)

The substance of the report by Robert Scanlon, published August 1972, rests on an argument that if educational change is to be achieved it is with the instructional methods and not the organizational methods, especially in the area of Individualization. The author argues that the curriculum must be reorganized and materials revamped to provide success for Individualization. A few of the specific changes he recommends are: detailed specification of educational objectives, diagnosis of student achievement, following varied paths, scheduling of individual daily evaluation and guidance of each pupil. (21)

Both Mr. Bockman and Mr. Gougher are very enthusiastic about the Individualized Foreign Language Program. They claim that individualized instruction in American Education began fifty (50) years ago. To them this individualization is not just a "fad" but a "recurring affirmation of the essential human condition...." To individualize is costly, difficult, and dangerous because it takes much time, patience, "risk-taking" and imagination. It is absolutely necessary that the teacher master all the new techniques, create new activities and constantly supervise his class.

A few general principles and considerations which Mr. Gougher advocates for individualization could very well apply to the FLES Program:

Proceed cautiously
Inventory current teaching-learning conditions
Move from teacher-dominated to student-centered curriculum
Have behavorial objectives, LAPS, etc.
Exploit student interests and abilities
Create a new environment
Allow for easy entry of students into new environment
Maintain an individualized program

Share responsibilities for this program
Plan evaluation and modification procedures
Accept the changed role of the teacher. (24)

A teacher planning to go into FLES would do well to reflect on Lorraine Strasheim's advice on how to be an effective teacher: first, be a human being,

secondly, a teacher

thirdly, a FL teacher.

Individualization in FLES, just like Society, is "en pleine evolution".

BIBLIOGRAPHY

1. ED 021- 714. O'Toole, Raymond Joseph, 1966. "A study to determine whether Fifth Grade Children can learn certain selected problem solving abilities through Individualized Instruction." Colorado State College, Greeley, Colorado.

2. Glase, Robert, Objectives and Evaluations in an Individualized System, Pennsylvania: Learning Research Development Center, University of Pittsburg, 1967.

3. Politzer, Robert L., "Toward Individualization in Foreign Language Teaching", Stanford University, The Modern Language Journal, Vol. LV, No. 4, April, 1971. (Data is based on 1968).

4. FLES Committee: "Report by the FLES Committee of the American Associations of Teachers of French." Presented December 29, 1969, Detroit, Michigan.

5. "Motivation in Foreign Language Learning", pp. 39-40, 73-78, Foreign Language and the New Student, Northeast Conference, Puboishers: George Banta Company, Inc., Mensha, Wisconsin.

6. FLES: Patterns for Change: A report by the FLES Committee of the American Association of Teachers of French, December 28, 1970, New Orleans, LA. "Suggested Applications of Innovations to FLES Programs".

6A. Strasheim, Lorraine A., "A Rationale for the Individualization and Personalization of Foreign Language Instruction", pp. 15-34, The Britannica Review of Foreign Language Education, Vol. 2, 1970.

7. ED 051 722. Altman, Howard; Politzer, Robert, "Conference on Individualization". Foreign Language Institute, Stanford University, Institute of International Studies, Washington, D. C., July, 1971.

8. Ed 49 620. Connolly, John A., "A Computer-Based Instructional Management System: The Conwell Approach", American Institute for Research, Silver Springs, Md., Office of Education, Washington, D. C., Interim Report, November, 1971.

9. ED 049 667. Hunter, Madeline, "Individualizing FLES", Speech presented at the Washington Foreign Language Teachers' Association Spring Conference, March, 1971.

10. ED 052 642. Bockman, John F.; Gougher, Ronald, "Individualization of Foreign Language in America-II", West Chester College, PA., Spring, 1971.

11. ED 55 500. Barnett, Harriet, Dobbs Ferry Middle School, Elementary School French, "Les developpements recents et leurs effets sur l'enseignement du francais", March 1971. (pp. 144-145).

12. ED 55 500. Malek, Josephine Abdel, Metropolitan Toronto Separate School Board, Elementary School French, "Les developpements recents et leurs effets sur l'enseignement du francais", March 1971.

13. Kunkle, John F. "FLES Curricula: Saint Cloud and Nuffield, Modern Language Journal, 56, 87-88.

14. Steiner, Florence, Individualized Instruction, The Modern Language Journal, Vol. LV- No. 6, Oct., 1971.

15. Garvis, Gilbert A. "Individualized Learning, Where Can We Risk Compromise?", pp. 375-78), The Modern Language Journal, Vol. LV-No. 6, Oct., 1971.

16. Garfinkel, Alan, "Foreign Language Instruction", pp. 378-81, Academic Report: Stanford University Conference on Individualizing Foreign Language Instruction, May 6-8, 1971.

17. Nelson, Mrs. James R., "Techniques to Individualize the Social Studies, Grades 4 through 8, Social Studies, McKinley Publishing Co., 1972.

18. ED 71 511. Kabler, Irene B., Mills E. Goodwin Middle School, Prince William County, Virginia, "Individualized French Program".

19. *The Northeast Conference on the Teaching of Foreign Languages,* City Press.

20. ED 063 p31. "Do Students Want Individualized Instructions?"

21. ED 071 60. Scanlon, Robert G., "Organizational Change." Report No. Kutz-EDC- R8- Pub. August, 1972.

22. Valette, Rebecca, M. and Disick, Renee, "Modern Language Performance Objectives and Individualization", *The French Review*, Vol. XLVI-No. 6, Pub.: American Association of Teachers of French, pp. 1262-63. May, 1973.

23. PB-35-N65. Gougher, Ronald A., "Individualization of Instruction", pp. 93-94., *Northeast Conference Sensitivity in the Foreign Language Classroom*, 1973.

24. Brockman, John F.; Gougher, Ronald "Individualized Instruction", pp. 527-28, *Foreign Language Annals* Pub. ACTFL, May, 1973.

INDIVIDUALIZING INSTRUCTION WITH WORD GAMES

by

Ruth L. Bennett
Queens College, CUNY

Should there be individualized instruction in FLES? Definitely. All the time? Not necessarily. The best of each method should be used when it will give the best results. Individualization has its place on the FLES level as well as any other. It is a sensible means of varying classroom routine, of allowing the teacher time to work with a child who has a special problem, of permitting the pupils to concentrate on their favorite activity, and of supplying extra practice in a particular area.

One of the great difficulties in implementing this system, however, is creating the necessary work materials. In FLES particularly, games can play an important role in helping the individual pupil to enjoy what he is learning. Here are some word games, each of which can be used to reinforce almost any topic in the syllabus with very little effort on your part. By using the ditto, Thermofax and overhead projector, to name the simplest machines at your disposal, you can create practice material in pleasurable form to be used by individuals or small groups whenever they are ready for these topics.

1. Les initiales qui parlent

Juggle the initials of the pictures shown to spell a fruit (or any other object). On a sheet of construction paper, you can make simple drawings or paste pictures of words whose initials spell fruits, vegetables, articles of furniture, professions, means of transportation, seasons, days of the week, etc. For example, to have the pupils guess mardi, show pictures of maison, aile, rose, disque and ile. Naturally, the words chosen must be ones familiar to the pupils.

2. Qu'est-ce qui reste?

Find another means of transportation when you cross out all the letters needed to spell these three means of transportation:

picture of un train	picture of une bicyclette	picture of un avion

T I M N I C O V A R I R T E N Y O A C E B E L T T

and the remaining letters will spell métro. Again, this simple game can be applied to any topic in the syllabus.

3. Les mots brouillés

Rearrange each group of letters to spell the names of four months:

V A U J N I E	M E B E D E R C
L U J T E I L	U T O A

4. Les petits au-dedans des grands

Find as many words as you can in:

B I B L I O T H E Q U E

Choose a long word with which the children are familiar, and even with a limited vocabulary, they should be able to recognize a few small words in it.

5. Combien d'objets reconnais-tu?

Draw a picture on a ditto or transparency, or Thermofax one, with as many elements in it as you think your pupils will be able to identify. Ask them to list all the objects they recognize.

6. Trouve: le soulier

A variation of the above could be to give the pupil a word, e. g. soulier, and ask him to find in the picture objects beginning with each of the letters in soulier.

7. Change la premiere lettre et trouve: un animal

Change the first letter of each word to give the name of an animal. (The word to be changed does not necessarily have to be an authentic French word. It would be too limiting to use only such words).

coup - loup
coule - poule
cache - vache
linge - singe

8. Les connexions

Make a list of related words and ask the pupil to give them a companion, e. g. Sur la tete, on porte ____ (le chapeau).

Sur les mains, on porte _____ (les gants).

Sur les pieds, on porte _____ (les soulier

Sur les jambes, on porte ____ (les chausset

9. Jeu des lettres

Each child has to write as many words as he can think of that begin with a particular letter of the alphabet. This game, of course, could be played by any size group.

10. Qui suis-je? or Qu'est-ce que je suis?

List three or four sentences describing a person or object whose name has been learned previously, e. g.

a. Je porte l'uniforme bleu.

b. Je me trouve souvent au milieu de la rue.

c. Je dirige la circulation.

(L.agent de police)

Although the foregoing games have seemingly limitless possibilities for covering FLES subject matter, you will want to add to your "bag of tricks". Besides consulting books of games, textbooks containing games, and your own memory of games you played as a child, you will be able to adapt some of the games found in the comic sections of newspapers and in children's magazines. Translate them into French and amusez-vous bien!

AUDIO-VISUAL TEACHING AIDS FOR FLES

by

Jolene Trahan
Kaplan, Louisiana

The marked stress on learning to speak a foreign language has led to the wide use of audio-visual aids. The teacher is not faced with the decision to use such aids, but instead must choose from different aids available. I shall discuss different types of aids and attempt to give the advantages and disadvantages of each.

The FLES Teacher and Audio-Visual Materials
by Etienette and Roger Pillet

In the area of reading there is a wide range of equipment currently being used for developing reading skills in English and a number of tested programs in English which might serve as comparable soft ware in the foreign language. In the second instance, the systematic study of structure (presuming preparation in reading) opens up the entire linear and branched programs based on the model of those used in English, math, and other related disciplines. Equipment is also available for mediating the gap between speech and graphic representation through synchronization of sound and visuals.

In considering equipment available commercially, the Pillets state they are keeping in mind several factors which aside from general application, bear specifically on problems involved in foreign language teaching.

1. Cost. Obviously a $10,000 prototypical model, no matter what miracles it performs, cannot be seriously considered as a teaching aid.

2. Weight. Though this is no serious consideration where permanent installation is possible, it raises serious questions as to utility where scheduling needs to remain flexible and student mobility is restricted.

3. Fidelity. This criterion is usually related directly to cost. Possibly, the degree of fidelity may not need to be as high in later states of instruction as during the initial period the electronic model must provide maximum opportunity for discrimination with consequent accurate mimicry.

4. Automatic synchronization of sound track with visuals (including graphics). The easier, more automatic the synchronization, the less chance for the kind of confusion, error and frustration which discourage teachers from using the equipment and make it impractical for manipulation by the younger students.

5. Various types of control of the aduio and/or visual stimuli seem particularly important in the foreign language class. Ability to stop and re-start without distortion is invaluable where students respond to the usage of the equipment. In some cases, slowing down the sound track is also desirable to permit listening to the model at various speeds of delivery.

On learning laboratory systems, Etienette and Roger Pillet say that the cost of installation for laboratories and teaching centers represents a major investment controlled by administrative policy rather than by teacher request. Where such equipment is available, it can be used as effectively, though perhaps not as intensively, by upper-grade students as by secondary-school students.

The Overhead Projector

by James J. Wrenn

The decision to use a particular audio-visual technique is usually made carefully considering several factors. It is rarely based only on the capabilities of the equipment that may be used even if that equipment is conveniently available.

The overhead projector, which is a device for showing images that have been written on transparent material has increased in popularity as a teaching tool. The overhead projector has many advantages and few limitations. It has the following advantages:

1. It is simple to operate, focusing is relatively easy, and a single switch controls the source of light.
2. It requires little maintenance. The bulb in the projector lasts about 70 to 75 hours, and many newer models have a spare bulb in auxiliary position in case of bulb failure.
3. It may be used in a lighted room without drawing the shades or dimming the lights, which may be a particularly attractive feature when teachers are working with younger, or poorly motivated students.
4. It permits the teacher to face the class so that he can readily observe student reaction to his instruction.
5. Teachers can prepare their own materials for use more easily.

6. It may replace the chalkboard because in class the teacher simply draws or writes on a square roll of acetate.
7. It is relatively less expensive as a single unit than a movie projector.

The technique of using the overhead projector has been successfully used in helping pupils memorize dialogues. Enough clues are given and the students memorize more quickly.

The Videotape Recorder

by John Pierre Berwald

The advantages of VTR over audio tape are easy to imagine. The dimensions of sight and motion are added to that of sound. VTR offers all the fine quality of film except color, at present, and at a far less cost. It is much more flexible than film, since the classroom teacher can prepare material on VTR tailor-made to the lesson. Videotape has a single great advantage over the use of regularly scheduled television programs, notably the time factor. The VTR unit can be incorporated within the lesson to suit the instructor's convenience.

Definite limitations to the use of VTR should not be overlooked. Videotape machines take slightly more time to set up than the audio tape recorders. Probably the most serious disadvantage at present is that what has been recorded on one particular brand of model of VTR is not necessarily compatible to another. Having considered both advantages and disadvantages a partial list of ways we can best put the VTR is as follows:

1. Dialogues: the teacher can present dialogues with visuals and students can act them out.
2. Verbs: students can act out meanings, i. e. eating, writing, ect.
3. Skits, demonstrations

The psychological effect of using student actors is obvious. Students take a great pleasure out of seeing themselves on the VTR monitor.

Non-Projected Visuals

by Brenda Frazier

Non-projected visuals include posters, charts, maps, flash cards, flat-pictures, cartoons, photographs, sketches, and drawings for the bulletin board or chalkboard, three-dimensional figures, objects, and representations.

Such aids have been used more by foreign-language teachers at all levels than any other single medium. With the advent of multi-sensory technological media, many people have overlooked opportunities for utilizing non-projected visuals. However, a renewed interest in the possible advantages of using these materials is being demonstrated. Moreover, the trend is towards a greater integration of this still medium with machine-oriented presentations. Often a combination of media provides an effective and efficient solution to a teaching problem.

In some instances, non-projected visuals are definitely the best medium of presentation. One of their major values is that they encourage direct association of words, thoughts, and emotions in the target-language. In addition, most of them can be used for display purposes for review and recall. They permit a student to move at his own pace in acquiring ideas concerning a fact or an object, its value, function, dimensions, or textures. Non-projected visuals may help to elicit meaningful pupil participation and recitation. They may also stimulate a high degree of positive interaction and exchange between teacher and class or between teacher and individual student.

There are many non-projected resource materials available to the profession which can be used to develop the four basic skills: listening, speaking, reading, writin

At present there are innumeral commerical items which have yet to be fully utilized in the language classroom. These are valuable to the teacher who does not possess time or tools to prepare non-projected units. On the other hand, individual tachers might assume responsible roles in designing specific units and sharing the finished product. Or they might divide the labor and prepare the material according to the uses to be made of them. A possible subdivision would embrace: culture, pronunciation, pattern practice and drills, free oral and written composition, and creative communication. Student contributions to these projects should be greatly encouraged. They offer the student an opportunity for creativity, stimulate his imagination and increase his interest in research even on an elementary level. The following suggestions illustrate some areas and the design of several projects.

A geographic orientation to culture is an essential part of such an introduction and can be illustrated in various ways. An initial map presentation might employ a global map, which ought to be a standard classroom item, for general observation of the student. As a second exercise, the size, shape, and location of a country could easily be pointed up by superimposing scaled cut-outs on a map of the United States for display. Another related arrangement would show the distance and the travel opportunities between the country of the target language, its neighbors, and the United States; such a display can be made with flat maps with points connected by stick pins and heavy string.

Dioramas are also very useful to provide cultural experiences for the language student. A diorama is made from a box from which the sides and top are removed. A realistic setting is placed in the box.

Non-projected visuals are very useful in drills where the points of articulation are emphasized. A series of posters displaying a drawing of the throat-and-mouth cavity dramatizes a single phoneme and the effect its environment exerts upon it.

The dialogue, as the heart of the aduio-lingual method, merits the most careful utilization of visuals in order to approximate as nearly as possible a life-like situation. Elementary students respond well to flat pictures to establish a background for a situation in terms of time, place, and motive.

For the presentation of the dialogue itself, puppets can be used effectively to represent speakers and their corresponding speech patterns. Puppets can be used at different levels of instruction for specific purposes. They serve as aids for memorization where students must know two parts of a dialogue. They help students overcome the inhibitions and tensions often attached to performance in class.

Non-projected visuals lend themselves easily and effectively to the different types of pattern drill. Repetition and substitution exercises can be rapidly cued by flash cards with pictures of the objects or persons to be replaced.

The felt board and the hook and loop board have two major advantages for the language classroom. They permit the teacher to move around the classroom after introducing a principle and give directions or check the students oral recitation. They also permit a good deal of participation by students in manipulating the display items.

Costless Aids

by K. W. Moody

Principles for using aids:

1. The aid and its use may be dictated by the language item or skill being learned or developed. This is a fundamental distinction between real teaching aids and produced wall charts.

2. Each learner should be able to have, handle, and use his own aid.

3. The aid must create interest. Failure to create interest is the greatest general weakness in language learning.

4. There is the capacity of a good aid to assist the teacher in producing a certain sequence of activities.

Stamps, used matches, bits of scrap paper, old rails, etc., can be used with matchboxes, cigarette packets, old envelopes and any other form of container for practicing the "in/on". After the class has learned a few verbs a game can be constructed. The learner gets instructions such as: Pick up the match. Put it down. Pick it up. Put it in the box. Take it out.

Cigarette packets, cut up, and other cardboard can be extremely useful in the first year or so of reading skills, especially when few learners have any books. The backs of the packets can be used for flash cards, admittedly not as large as one might like, but large enough certainly for small group work. At a later stage the same pieces of card can be used for "Read and Do" cards. In using these, the learner reads some simple phrase--reads as an individual with a purpose as opposed to mass reading. He shows understanding by carrying out what the card says. Here are two

BEST COPY AVAILABLE

examples of such cards:

1. Draw a picture of a card near a tree. Show the picture to your teacher.
2. Mr. Brown is walking past a shop, He is carrying a small bag and an umbrella. There is a small boy behind him. The boy is wearing a hat, but Mr. Brown is not wearing one. Draw a picture of this.

These examples are most appropriate for fairly young but literate learners. The teacher of course is checking comprehension, not art.

Sound Recordings

by Jermaine Arendt

Some methodologists have argued that recordings are preferable to other media because they make the learner focus on sound alone rather than distracting him with some kind of visual display.

While recorded materials are commonly available on discs as well as magnetic tape, tape has certain advantages: ease of recording, longer life of the recording and the flexibility of the instructional use. Therefore, tape has become by far the preferred medium (after the teacher) for teaching listening-speaking skills.

There is some concern about the limitations of sound alone. Teachers have noted that some students have trouble learning only by ear. They seem to need the support from other media.

Slides and Filmstrips

by Rev. Hilary Hayden

Under adequate projection conditions photographic film provides a sharply defined image. Color photography makes possible a near-natural representation of objects and scenes. The projected picture serves as a focus of attention. In a multitude of ways it can provide a visual correlative for spoken or written language. While lacking the representation of action found in the motion picture, the still picture can be discussed at length. In my opinion this is especially good in FLES.

Television

by Joseph H. Sheehan

A child has seen at least 4,000 hours of television by the time he enters kindergarten. A survey in a large metropolitan area indicated that 83 percent of its five-year-olds watch television, and they watch it 2.3 hours per week. Since the child is used to this medium and feels at home with it, this source of knowledge can serve as audio-visual media.

Situations can be presented to indicate to the student under which conditions a particular word or phrase is used.

Conversations or dramatizations by natives can be telecast and used as a basis for imitation by students in the class.

Radio

by Philip D. Smith, Jr.

Both the longwave, standard broadcast and the shortwave radio are usually neglected media for bringing reality and relevance to the language class, particularly at advanced levels but also early in the instructional process. Students sometimes need to know that people do talk in the different way teachers say they do. Disc jockies, advertisements, time, and weather lend themselves well to listening comprehension even during the first year. Overseas broadcasts are easily recorded for later use.

The Twinned Classroom Approach to FLES

by Sr. Ruth Adelaide Jonas, S. C.

The "twins" in this case are the experimental class of American youngsters and classes of boys and girls their own age in schools selected each year in a different cultural region of France.

Corresponding to the experimental group was a control group. The two groups were matched almost perfectly in terms of class size, I. Q., sex distribution, national and socio-economic background.

The experimental group meets French students via slides and tapes and so do the French meet the Americans.

Large picture flashboards, reproducing in simplified drawings the subjects of the slides, were made to accompany transparencies used from abroad and were used to supply a variety of in cued response drills.

At the end of the second year no significant difference was shown in the linguistic area. However in aural comprehension and speaking tests the experimental group scored slightly higher than the control group.

Having explored several types of audio-visual aids, one can conclude that the teacher of FLES should not be without at least one of these aids.

BIBLIOGRAPHY

Arendt, Jermaine. "Sound Recordings" Northeast Conference. 1969.

Berwald, John Pierre. "The Videotape Recorder as a Teaching Aid" French Review. Vol. XLIII May, 1970.

Frazier, Brenda. "Non-Projected Visuals" Northeast Conference. 1969.

Haden, Rev. Hilary, O. S. B. "Slides and Filmstrips" Northeast Conference.

Jonas, Sr. Ruth Adelaide, S. C. "The Twinned Approach to FLES" Modern Language Journal. May, 1969.

Moody, K. W. "Costless Aids for Language Teachers" International Association of Teachers of English as a Foreign Language. 1972, ED 063 817.

Pillet, Etienette and Roger A. "The FLES Teacher and Audio-Visual Materials" FLES: Patterns for Change. 1970.

Sheehan, Joseph H. "Television" Northeast Conference. 1969.

Smith, Philip D., Jr. "Media in Individualized Instruction. A Look at Today and at Thought toward the Future." Northeast Conference, 1973.

Wren, James J. "The Overhead Projector" Modern Language Association. 1970. ED 042 267.

A SUMMARY OF RECENT RESEARCH ON THE USE OF TELEVISION IN FLES

by

Suzanne Louvière
Houma, Louisiana

Modern technology has developed many aids to be used in the teaching of Foreign Languages. One of these aids, which is being used in the language classroom, is the television. Several studies, which are summarized in this paper, have been done to determine whether television is useful or useless to present day language programs.

One study on televised teaching was done in 1968 by Frank Otto.[1] Otto compared the following types of methods:

1. Classroom teacher and television
2. Language specialist and television
3. Classroom teacher and color, sound 8mm motion picture film.

Therefore, two groups used televised lessons, while the third group used motion pictures.

Groups one and two were basically the same. Each had two twenty minute lessons every week on the educational television station. The difference between these groups was in the follow-up activities--a classroom teacher did the activities in group one, while a language specialist did them in group two.

Method three presented the same programs as one and two, although these films were in color. The regular classroom teacher conducted the entire course. This method allowed the teacher to preview and repeat material.

Each method was measured on the basis of student output achievement. The results were: group one-- 38.06%; group two--80.83%; and group three--64.17%.

These results show method two as being the most effective in student output. Method two had a language specialist whereas the other methods had ordinary classroom teachers. One can conclude that televised teaching is only as effective as the teacher. One can also conclude that films are more effective than television, if both teachers are not specialists.

Another report on televised teaching was done by Elton Hocking[2] in 1970. He says that young children have a special capacity for language learning that can never be duplicated. Therefore, he states that FLES programs by TV can get excellent results when they are supported by good follow-up activities in the classroom.

Hocking advocates the use of Parlons Français. He sees it as an example of instructional television at its best with the following advantages:

1. Graded linguistic materials prepared by experts and presented by a gifted teacher.
2. Sophisticated repetition and drill disguised by dramatics, songs, identification with French children on the screen, etc.
3. Elaborate aids for local use, such as a detailed teacher's manual, practice discs, etc.

The advantages cited above may seem to describe a program which is beyond the financial resources of any local school system, but which is feasible with concentrated production and mass consumption. Many educators discredit the use of television because of the school districts that have tried to produce their own TV instruction with disastrous results.

Television alone is not sufficient. Hocking states that the best televised programs must be supplemented with discs or tape recordings, activity books for the children, etc. He feels that an enthusiastic classroom teacher can provide successful follow-up activities to supplement the broadcasts.

Hocking also discusses several disadvantages in the use of televised teaching. An important disadvantage is that some teachers try to let the television do all the work. Follow-up activities are just as important as the televised program itself. Another disadvantage is the classroom itself: the acoustics are usually bad, there may be a glare, etc. Besides the classroom, the television presents its own problems: local circumstances may hinder television reception, the audio in a foreign language is harder to understand, etc. The television also seems impersonal to many educators. There is a lack of human authority to provide leadership and guidance. The television often makes the teacher seem helpless in her own classroom.

Hocking does not see television as the perfect method of teaching young children. He states that pronunciation suffers to melody and intonation, therefore, much supervision and correction is needed. He feels that televised teaching is good for gestures and facial expression.

Another report by Jermaine D. Arendt,[3] cites the use of electric media as the only means by which the movement, the sounds, and the excitement of foreign life can be brought into the classroom. He suggests a limited use of programmed learning because he says that language goals cannot be described in the precise terms which programmed instruction requires.

Edith Kerne[4] also did a study on televised teaching. She sees FLES's greatest weakness as the lack of qualified instructors. She believes that it is harder to teach a language on the elementary level. Therefore, television gives the few language teachers an opportunity to teach a larger number of pupils.

The University of Pennsylvania gave a forty-two minute test to students at the end of eight months of daily fifteen minute lessons (equal to about 30 hours of class). This test was an attempt to measure aural comprehension of expressions and stories, a little grammar, the ability to differentiate between different related sounds. It also represented a sample of the six hundred words which were introduced during the course. The results were:

749 students took the test
35 students submitted perfect papers.
1st quartile 100-92%
2nd quartile 91-84%
3rd quartile 83-73%
only 77 students had 60% or below

No teacher in any of the twenty-eight classrooms was qualified to teach French. Therefore, the achievement can be contributed to the television.

This study provided many interesting results. If the teacher had no knowledge of the language or only one or two years of high school training, the students' achievement equaled and often was better than that of the classes where the teacher had studied French for a several years. In most cases, the teachers themselves eagerly learned from the daily T. V. lessons, and it may have been their interest and active participation which added another stimulus to the language learning.

Kerne believes that teacher correction is not necessary. He states that if the child repeats the sounds, although with varying degrees of perfection, she will eventually achieve a perfect pronunciation. When using televised lessons, Kerne says to rely on the teaching power of repetition as well as the process of self-correction that accompanies it.

As far as demonstrational aspects are concerned, television becomes "near" as compared to the classroom. Television can bring a part of France into the room, while close-ups can show more vividly the manner of pronunciation.

Several critics condemn television as being too impersonal, but Kerne contradicts this statement. The person speaking into the camera seems to address each individual student. Letters from students themselves reveal that they are unaware of the fact that each is but one among thousands. They think of their relationship with the televised teacher as personal and unique.

Anthony Gradisnik[5] thinks that team teaching is the only way to effectively use televised programs. He cites the need for the classroom teacher to establish the attitude and climate needed for learning a foreign language and to keep attention focused on the program. Then, the studio teacher must find ways to keep the pupils actively involved in the "long-distance lesson." Finally, a language specialist is needed to visit the class from time to time to help the classroom teacher.

A report in ERIC by Randall[6] also states that the success of any televised program depends upon the follow-up activity. His research on televised language programs has some interesting conclusions. He found that intelligence test scores were poor predictors of achievement in the first year of language learning. He found that the best indicator of a child successfully learning a language was his overall academic achievement and his enthusiasm and willingness to speak French orally. His study showed that the boys' achievement was as good as the girls' one.

One point in Randall's study contradicts Kerne's report. Some of Randall's test scores favored the classes with the moderately fluent teacher, especially in the third year.

Randall's study reaffirms that enthusiastic and conscientious follow-up by the classroom teacher, regardless of skill, usually results in higher scores.

A study by the University of Illinois Foreign Language Instruction Project[7] found that girls do significantly better than boys and those with high I. Q.'s did better than the other students in learning a foreign language.

Another study was done by the Denver Stanford Project on the Context of Instructional Television.[8] This project divided the classes into six different groups. Group one just saw the televised lessons at school, while group two saw the lessons a second time at home. Group three watched the lessons a second time with their parents present. The last three groups all saw the lessons at school with various kinds of classroom follow-up. Group four used dialogs for follow-up, and group five used pattern practices. The final group used both dialogs and pattern practices plus songs and games (this combination of activities is called eclectic.).

The results in ascending order were: group one, group two, group three, dialog practice, structure drill, eclectic practice. These results again confirm the need for various and interesting activities. The group using eclectic practices performed the best because its activities were the most varied.

In a report by the FLES Committee of the American Association of Teachers of French,[9] it is stated that Marshall McLuhan believes that language students today live in a total electronic environment which has little relationship to the print oriented school world. McLuhan beleives we are suffering from a Media Gap.

Television teaching will call for changes. The traditional roles of student and teacher will shift. The teacher will be the director who generates interest and provides the means and opportunity for the students to teach himself. The responsibility for learning will rest on the student himself.

BEST COPY AVAILABLE

Students today want to be entertained. Our students will not focus their attention unless we win them with a good performance. "The time has passed when we can assume that students of any age know how to or are willing to concentrate on that which they do not find interesting." (page 148)

Jacqueline Gadoury[10] lists the following requirements which are necessary to have a successful televised language program:

1. An enthusiastic and cooperative administrative team from school board down to classroom teacher.
2. A language coordinator to supervise the entire program.
3. Specialists do the teaching or conduct workshops to prepare classroom teachers in the language.
4. Daily lessons with many activities.
5. Use of materials accompanying the course.
6. A periodic evluation of the program.

Gadoury says that the student's reaction, especially in the first year, is very favorable. The student's attention is more readily caught by the animation and he feels more involved.

Virginia Garibaldi[11] reported on a study of fifth grade teachers who were divided into two groups--one saw weekly programs that went over lesson content and demonstrated classroom procedures, the other worked with prepared tapes to improve pronunciation. Each group spent a half hour per week with these training aids.

This experiment had four arrangements:

1. Teacher tape-recordings plus teacher-directed practice.
2. Teacher tape-recordings plus pupil tape-recordings.
3. Teacher T. V. program plus teacher-directed practice.
4. Teacher T. V. program plus pupil tape-recordings.

Pronunciation, fluency, spontaneity and comprehension were measured. It was found that practice provided for the teacher--either T. V. or tape--made no difference in the fluency of the children. The results also showed that the program depends on the classroom teacher's energy, enthusiasm and skill.

Maier and Jacobs did a study to discover that effect T. V. instruction had on both pupil and teacher attitudes. There were three types of classes in this experiment. The program-taught group was given programmed instruction only. The teacher-taught group was taught by Spanish teachers using conventional techniques. The third group was taught by Spanish teachers plus the program. The three groups

BEST COPY AVAILABLE

were compared on the outcome of Spanish test achievement and attitude toward Spanish.

The results of Maier and Jacobs' study showed that programmed instruction is effective, especially as it is used by a trained teacher. It was also found that in order to develop interest in the foreign language among high-ability students, programmed instruction plus a trained teacher is the most effective method.

In summary, most researchers agree that televised teaching is favorable in the language class of an enthusiastic teacher. Also, television does not seem impersonal to most students, who feel the speaker talking directly to them.

NOTES

[1] "Alternative Approaches to Staffing the Elementary Foreign Language Program: Cost and Time Vs. Achievement and Satisfaction", Frank Otto. MLJ.

[2] "Technology in Foreign Language Teaching" Elton Hocking (February 1970) MLJ.

[3] "Culture, Relevance and Survival", Elton Hocking (December 1970) MLJ.

[4] "Scope and Implications" (of Educational Television) Jacqueline Gadoury, The Fles Student.

[5] "Assessments" (of Education television) Virginia Garibaldi, The FLES Student.

[6] "Media in foreign language teaching", Jermaine D. Arendt. The Review of Foreign Language Education.

[7] "The Television Teacher: How Near, How Far." Edith Kerne -- Eric Files.

[8] "Television can be Effective in the FLES Program -- If", Anthony Gradisnik. ERIC Files.

[9] FLES Committee Report. FLES: Projections into the Future. November, 1968.

[10] Jacqueline Gadoury. The FLES Student. 1968.

[11] Virginia Garibaldi. The FLES Student. 1968.

BEST COPY AVAILABLE

TEACH IT WITH A SONG

by

Audrey DuBuc Jaffa

In light of the many studies which have been made recently with regard to the development of perception in the young child, I should like to advance the theory that music is a valuable tool in the teaching of foreign language, particularly in the area of FLES.

Of course there is nothing new in the idea of using songs in the foreign language classroom, but I believe the motive for doing so in most cases has been the desire to add variety to the program or to provide a pleasant relief from the repetition of words and phrases.

Let us consider the possibility that music, of itself, can help to develop in a child an ability to discriminate between sounds which will carry over into the area of imitating unfamiliar words.

In the course of teaching, I have often been struck by the fact that many of the pupils with the highest aptitude for oral comprehension and the greatest facility in pronunciation are those who have some particular interest in music. On the other hand, students who describe themselves as "tone deaf" frequently have the most difficulty in mastering the oral/aural phase of language learning.

It would seem then that a concentration on music in the early school years would have very beneficial effects in developing a child's capacity to distinguish linguistic sounds. Practice in hearing and imitating musical tone and pitch, which are fairly easily distinguishable, should facilitate the discrimination of language sounds and patterns which are more subtle.

We have had it amply demonstrated that disadvantaged children often experience difficulty in learning primarily because they have not had the opportunity of exercising their perceptual faculties as infants. A lack of varied objects to touch, a paucity of attractively colored decorations to watch, the absence of voices and pleasant sounds to hear--all of these things create a child who is educationally deprived before he ever reaches school.

If the loss of these opportunities to exercise the sense perceptions produces adverse effects on a child's development, then, conversely, an increase of them should enhance his ability to learn.

Singing, in particular, is an invaluable aid in perfecting pronunciation, because, while learning a song, the child is concentrating on the melody. In trying to reproduce the tune, he is scarcely conscious of the words he is repeating and produces them almost automatically as a part of the musical line. When he is trying to memorize a melody, the degree of audial concentration seems much higher than it would be if he were merely attempting to repeat a sentence. This heightened attentiveness carries over into the discrimination of the linguistic elements of the song as well. I have heard very young children sing along with a foreign language record with perfect accuracy even though they did not have the faintest idea of what they were saying. To a large extent language is music, so why should it not be learned as such?

A further benefit to be derived from the use of songs in FLES is the tremendous reinforcement value that they provide. Vocabulary words or grammatical structures which may be difficult to remember by themselves become familiar friends when accompanied by a lilting melody. We can certainly take a hint from the television commercials whose melodic themes immediately provide the mental response of the name of a product.

While folk songs can be enjoyable, they often contain difficult and sometimes archaic expressions and should be carefully selected by the teacher. I have found that songs designed especially for teaching situations and with a controlled vocabulary are most helpful for the purposes we have in mind. Songs like these can be incorporated into the daily teaching routine as an integral part of the lesson. For example, let us visualize a class in which the children are learning the rooms of the house. The teacher might first teach the vocabulary by means of pictures or an actual model of a house and then, after the basic concepts had been mastered by the pupils, their pronunciation could be perfected and their retentive power strengthened by means of a song on the same topic.

The final reason for making songs a regular part of the FLES program is the utter joy and total involvement of the whole child that they provide. With a teacher who is actively participating in the singing and obviously enjoying it, a child will throw himself wholeheartedly into the process. Singing makes him feel good! Teaching songs often lend themselves to pantomime, marching or dancing, giving the pupil a chance to move around and use his entire body. We know how difficult it is for this age group to remain still for extended periods of time, and this is a way to provide physical activity within a framework which is orderly and teacher-controlled.

My enthusiasm for music as an adjunct to foreign language learning is certainly not limited to FLES, but there is no doubt that this is the most fertile ground for its introduction. The lack of self-consciousness in the younger child enables him to enjoy this activity to the fullest, without worrying how his voice sounds to his classmates. More important, however, is the aspect of training his ability to discriminate sounds which, if developed in elementary school, will pay large dividends in high school and college.

ABILITY LEVELS AND THE LEARNING OF A SECOND LANGUAGE

by

Evelyn B. Broussard

Lake Arthur High School
Lake Arthur, Louisiana

The success of some students in learning a foreign language is impressive. Preselected students for high motivation and high foreign language aptitude are able to converse fluently with native speakers of the language between one to two months when placed in an intensive program of instruction involving from six to fourteen hours of study a day. Much less successful results are many times found in the regular school programs, where it seems to Jakobovits that many of the students involved in instruction do not reach meaningful levels of proficiency in the language studied. Jakobovits' conclusion from these observations is that the determining factors in success in learning a second language are motivation and talent. (6)

Many educators use the term intelligence to refer to the talent which Jakobovits talks about. Snyder, however, says that "intelligence primarily results in a shorter time span for the learning process." The less intelligent are also capable of learning, but for them the time required for learning is greater. (10) Bockman and Gougher agree that there is a definite connection between time and achievement in learning. Educators too often set unrealistic time limits on students. The very gifted, the slower learner, and minority groups have long been telling educators this. (2) Teachers, then, should investigate more broadly the levels of ability in the classes and use a great variety of methods in teaching.

Smart, Elton, and Burnett feel that too much emphasis has been put on intelligence and aptitude tests as methods of predicting success in modern foreign language courses. They claim that more recent thinking seeks to improve prediction "through the use of additional factors of a non-intellectual nature." The learning of a foreign language is too complex a process to be determined by aptitude tests. Such tests fail to include important nonintellectual variables. The study by these three men seeks to determine if measurable personality traits can be used in predicting students' success in French courses.

This study suggests that the single most important indicator of success in intermediate French is the American College Test (ACT) mathematics aptitude score. English aptitude, the traditionally assumed predictor, was not found to predict success in this study.

In this study of eighty-four freshman and sophomore females at the University of Kentucky in the fall semester of 1969, the classes were factual in nature and excluded theoretical and interpretative questions. Those conducting the study feel that additional research would be necessary to determine if the students who were successful in this type of class would be as successful in courses which stress thought-provoking issues and interpretation of ideas. They are inclined to believe that additional research would show varying levels of accomplishment according to methods used in class. They warn that the small amount of research conducted along these lines prohibits over-generalization. (3)

Snyder agrees that students range in type from the categorical thinkers at one end of the scale to students who delight in abstractions at the other end of the scale, and that the learning rates for these two types of students

BEST COPY AVAILABLE

will be highly dependent upon the materials and methods used by the teacher. A teacher should know if his class contains many high math (categorical), many high verbal (abstractive), or a larger number of students whose patterns range up and down the ability scale. The high math students do well in vocabulary but are baffled by requests for originality. They do well in memorizing, but they see few patterns. The students who delight in abstractions often have a low tolerance for facts. These high verbal students often resist vocabulary learning to the extent that they are unable to communicate properly.

If a teacher keeps in mind the preference of the students in regard to methods of language learning, he will affect the intellectual development of the students to a great degree. Categorical thinkers can be shown through language work that both fact and abstraction are important. High verbal students can be shown that fact and accuracy provide the starting point by which meaning is understood. (10)

Nickel is doubtful about the possibility of measuring ability to learn a second language. He feels that more knowledge is needed about the learning process and specifically about language learning. He admits that many having a certain musical gift are able to imitate even the strangest sounds, but he is still not convinced of the real importance of this fact. (9)

Sonya I. Arellano and Jean E. Draper are much more enthusiastic than Nickel about the relationship between musical ability and the learning of a second language. They conducted a study to determine the relationship between a child's discriminatory abilities in such areas as pitch, intensity, rhythm, timbre, and tonal memory and his capacity to achieve in the area of Spanish accent and to understand spoken Spanish.

Arellano and Draper feel that language learning is related to general intelligence. Although there has in the past been little evidence to support the belief that intelligence is directly related to achievement of good accent, much responsible research exists which indicates that overall achievement in learning a second language is strongly related to verbal intelligence and, to a lesser extent, to reasoning.

Dexter, in two investigations on the relationship between pitch discrimination and accent, found that high school and college students tended to be rated high, average, or low in French accent in close relationship to their

BEST COPY AVAILABLE

ability to discriminate pitch. Dexter concluded additionally that low intelligence accompanied by low ability to discriminate pitch leads to failure in French.

In the study by Arellano and Draper tonal memory emerged as "significant in predicting foreign language acquisition."

The seventy-nine subjects were about ten years old, and all were recruited from the fifth grade of Leon County, Florida. Thirty-nine subjects were females, and forty were males. I. Q.'s ranged from 71 to 137 with a mean of 103.6. All subjects were taught Spanish by the same teacher to eliminate differences in performance resulting from differences in accent, presentation of materials, and teaching effectiveness. At no time was there any written Spanish. The teaching approach used included games, songs, rhymes, and folktales appropriate for the ten-year-olds. The level of interest was quite high.

At the end of a six-week period of this audio-lingual instruction (thirty minutes per child per school day) both speech production and comprehension were measured. In the test for comprehension the subjects heard a series of ten questions with three answer choices for each. The testing of speech production was more extensive than that for comprehension. The tape-recorded responses in this test were duplicated and submitted to three independent linguistic raters.

"The results of this study indicate that musical ability and Spanish accent achievement are strongly related, even when their common relationship with I. Q. is taken into consideration." Further research is needed before it can be stated that the same relationship exists between musical ability and the learning of any second language. The findings of this study suggest the possibility that music and second language learning during early childhood may be mutually reinforcing. Also of interest in this study is that no differences between accomplishment by the sexes was noticed, while researchers working with older subjects have found sex-linked differences. This seems to indicate that such previously-noted differences may be the result of cultural conditioning or biased sampling. (1)

Most researchers seem at least to agree that levels of performance in language and in other subjects often do not correspond closely. Standish holds the opinion that the learning of a second language is an intellectually demanding process. The process of learning a foreign language consists first of the perception of a pattern and next of the transfer of this pattern into a habit. The student assumes the responsibility for observing these patterns and then seeks confirmation from the teacher. There exists of course the danger that mistaken patterns may be deduced, which hinders achievement. (11)

There are at least four types of learners according to Lawler and Selinker:

1. Individuals who cannot learn a particular verbalized rule.

2. Individuals who can learn a particular verbalized rule and apply it automatically without difficulty.

3. Individuals who can learn such a rule and not be able to apply it with or without time to do so.

4. Individuals who can learn such a rule and apply it only when they have time to do so consciously. (7)

The gifted child would, of course, be the second type of learner listed. Most authorities agree that educators have much to learn about identifying those whose behavior is described as gifted. Many authorities are even reluctant to say if gifted and intelligence are synonomous. The definition of the term gifted needs to take into account that varying amounts of giftedness exist in different individuals. Once some decision is made on the nature of the behavior being measured, the testing itself can be accomplished relatively well.

The public as well as many educators think that all people learn in the same manner. Facts do not prove this so. Gifted people have different learning requirements because of the very existence of their gifted nature. Providing a greater number of subjects for study keeps the gifted purposefully interested in their studies. The education of the gifted should be broad and general in nature. (12) Many times the gifted reader is bored and restless because the reading group is learning skills he has mastered a long time ago. An effective reading program for gifted readers releases them from boring and meaningless drill and permits them to develop new skills. (4)

One hundred fifty-six gifted pupils in grade four in New York City studied French as a part of a FLES experiment. The results of this test indicate the superiority of learning French by gifted pupils by using a combination of listening, speaking, reading, and writing. Seventy-eight pupils in the experimental group covered the content of the course by using reading activities along with listening-speaking activities.

BEST COPY AVAILABLE

The results of the questionnaire completed by the students at the end of the study showed a sex difference in interest and motivation. The girls in each group showed more interest than the boys.

Since the experimental group in this study achieved better results, Lipton concludes that the methodology for the experimental group allows different types of learners a choice in how to learn. (8) [Should we generalize to hetergenous groups?--Ed.]

Saporta has claimed that a language learner must have specific capacities if he is to achieve the competence of a native speaker. He lists such capacities as "the ability to distinguish grammatical from ungrammatical sentences and to produce and comprehend an infinite number of the former." Lawler and Selinker take a firm stand against this theory, however. (Despite its strong affirmation by the transformotionalists.--Ed.) They point out that it is not at all clear how or even whether successful language learners possess these stated capacities. (7)

Louise J. Hubbard feels that learning a second language by those who are slow learners because they are racially disadvantaged is possible and such study is very beneficial to such students. Major reasons for lack of success by the racially disadvantaged are inability to speak clearly and with a good variety of words, inability to hear clearly important though minor differences in sound, and poor opinion of self. Hubbard is in favor of teaching foreign language to these students with communication as the goal of the instruction. Obviously pupils who cannot read well in English, cannot speak or write using correct grammar, and cannot do simple arithmetic cannot be expected to deal with irregular French verbs or French literature. Many of the more recent methods in foreign language teaching could be of great benefit to the slow learner. Hubbard says that in her supervision of student teachers she has seen the study of a foreign language taught with the goal of communication, and she has seen the effective contribution of such methods in helping to develop in the slow learner a more positive attitude toward his studies in general. She recalls that a typical comment of the slow learner even in a reading-oriented French course was "That's all right if you fail me. I still like French". Such students were unable to successfully complete reading assignments but participated successfully in oral skits and short plays in the foreign language. They felt they had been successful in communicating orally in a foreign language and were proud of this success even though they received a failing grade because of the reading requirements.

A foreign language course with emphasis on language for communication is of help to the slow learner because:

1. His deficiencies in English speech habits are not a barrier to understanding and learning.
2. He is guided to acceptable performance in the language step by step.
3. He gets practice in discriminating between sounds.
4. He experiences pride in successfully communicating at least in a small way in the new language from the first day of study. (5)

Jakobovits states that given motivated and talented individuals, educators are capable of exposing the individual to instruction which insures the learning of a foreign language. (6) Instead, educators must come to realize that there exists varying levels of both motivation and talent in students, and that as educators they must recognize these levels and adjust their instruction so as to benefit as many students as possible.

BIBLIOGRAPHY

1. Arellano, Sonya I. and Jean E. Draper. "Relations Between Musical Aptitudes and Second-Language Learning," *Hispania.* LV, No. 1 (March, 1972), 111-120.

2. Bockman, John F. and Ronald L. Gougher. "Individualized Instruction," *Foreign Language Annals*. V, No. 3 (March, 1972), 346.

3. Burnett, Collins W., Charles F. Elton, and John C. Smart. "Underachievers and Overachievers in Intermediate French," *The Modern Language Journal*. LIV, No. 6 (October, 1970), 416-420.

4. Criccuolo, Nicholas P. "Challenging the Gifted Reader," *The Gifted Child Quarterly*. XVI, No. 2 (Summer, 1972), 123-125.

5. Hubbard, Louise J. "Modern Foreign Languages for the Racially Disadvantaged," *Modern Language Journal*. LII, No. 3 (March, 1968), 139-140.

6. Jakobovits, Leon A. "Physiology and Psychology of Second Language Learning," *The Britannica Review of Foreign Language Education*. I (1968), 181-182.

7. Lawler, John and Larry Selinker. "On Paradoxes, Rules, and Research in Second-Language Learning," *Language Learning.* XXI, No. 1 (June, 1971), 34, 39.

8. Lipton, Gladys C. "To Read or Not to Read, an Experiment on the FLES Level," *Foreign Language Annals*. (1968), 241-246.

9. Nickel, Gerhard. "Problems of Learners' Difficulties in Foreign Language Acquisition," *International Review of Applied Linguistics in Language Teaching*. IX, No. 3 (August, 1971), 226.

10. Snyder, John W. "Who Learns Most," *Foreign Language Annals*. IV, No. 4 (May, 1971), 382-384.

11. Standish, P. "Language Learning and Intelligence," Universities Quarterly. (Winter, 1971), 81-82.

12. White, M. Judson. "The Case for Specifically Designed Education for the Gifted," The Gifted Child Quarterly. XIV, No. 3 (Autumn, 1970), 159-162.

TESTING AS A MEANS OF EVALUATING STUDENT PROGRESS IN THE STUDY OF FOREIGN LANGUAGES

by

Rosalie Authement
Terrebonne High School
Houma, Louisiana

Testing student achievement is an integral part of any present day language program. Constant and systematic evaluation of student progress is essential to the determination of the success of the overall program of foreign language instruction, the effectiveness of the teacher and teaching methods, and pinpointing specific areas of student weaknesses. Material that is taught should be evaluated in some way in order to assess to what extent pre-determined objectives have been attained. The amount of recent discussion and research in the area of foreign language testing proves that this aspect of language teaching is one of major concern.

An article entitled "Program Evaluation: Accountability"

BEST COPY AVAILABLE

by P. Paul Parent and Frederic P. Verdt, published in *The Britannica Review of Foreign Language Education*, 1970, cites a 1970 survey conducted by the Gallop Organization which reported that 75% of those who responded to the survey indicated that students in local schools should be tested to determine achievement in terms of national norms. In response to a related question, 65% favored a system that would hold the teachers and administrators more accountable for student progress. The authors state however, that if precise means of measuring "entering and terminating acceptabilities" are not supplied, than it is impossible to hold teachers, administrators, or school boards accountable for student progress.

Jane M. Bourque states in her report "Tests...Tool or Torture" that tests are useful instruments to be employed in many areas including student placement, evaluation of program value, student progress, motivation, and reinforcement of "learned" material. A variety of test methods such as dictation, the true-false format, and tests in the form of games can be used frequently to evaluate constantly and inconspicuously.[1]

Another author treating the relevancy of testing in foreign language study is Rebecca M. Valette who reports that "the area of teaching and testing are identical in scope, for whatever is taught must always in some way - formally or informally - be evaluated." In "Directions in Foreign Language Testing" Valette includes the opinions and studies of others on the subject of evaluation. A study by Pimsleur, Sundland and McIntyre pointed out that of the students who get A's in the first year of study of a foreign language, fewer than half will get A's the second year, and more than half of those who get B's will receive a lower grade in second year studies. As a result of this study, the authors concluded that a student must master the material presented in first year courses in order to be successful in higher level classes.

Supporting the above conclusion, Valette includes a report by Smith on a California experiment with sixth grade Spanish students. Classes were divided into two groups: Group I teachers were not allowed to progress from one unit to another unless 90% of the students in the class scored at least 80% on a formative test of aural-comprehension. The teachers in Group II were allowed to proceed from unit to unit at their own discretion. Results of this experiment showed that although Group I students had covered less material, they performed better than the students in Group II

BEST COPY AVAILABLE

on unit tests as well as on the final exam. Thus, it was concluded that teachers who were responsible for making certain that their students reached a certain level of mastery before continuing with new material were more effective than those who were allowed to continue.

Valette suggests the core-test concept which utilizes formative evaluative methods. Students in a foreign language class would be expected to master certain material including core vocabulary, core structures, and phonemic and morphemic systems. Those students who progressed more rapidly would be given additional work, and students would be placed at higher levels on the basis of units mastered.

In her paper, Valette also discusses the importance of determining objectives in the teaching of foreign languages, other problems in foreign language testing, and the definite need for testing material to provide objective means of measuring language proficiency.[2]

"A Report of the 1967 FLES Committee of the American Association of Teachers of French" contains a number of interesting essays relating to the matter of testing. One of these essays, "Achievement Measures" by Virginia Gramer of Hinsdale Public Schools, indicates that measuring progress in terms of national norms would aid in justifying and explaining FLES programs to questioning adults in the local school systems and in the community. The author cites a number of standardized tests which are in existence and could possibly be used for this purpose, including the MLA Cooperative Foreign Language Tests and the Pimsleur Proficiency Tests, which would be used on the junior and senior high levels, and the California Common Concept Test for level one German, French, Spanish and English, for use on the FLES level. Also mentioned for use on the elementary level are the prepared tests included in the Parlons Français series.[3]

Carol Fisher in her essay on testing, states that until the development of multipurpose evaluative instruments on the FLES level, it will be necessary for the classroom teacher to first set up general and specific objectives, and to base evaluation of student progress on the attainment of these objectives. Included in her paper is a discussion of the functions of foreign language study in elementary schools, examples of general and specific objectives developed within the framework of these functions, and some suggestions for evaluating achievement.[4]

The authors of The Changing Curriculum, Modern Foreign Languages, Edward D. Allen, Leona M. Glenn, and Frank Otto, devote a chapter of their book to the subject of evaluation.

They state that many teachers on the FLES level have devised various means of testing the nonreader. Some of these testing techniques include the use of the language lab and tapes to record the responses of students as a measure of performance, the use of pictures and drawings to test aural-comprehension, and the utilization of simple multiple choice tests. The latter method consists of using a series of questions from which the students must choose the correct response from among the three or four choices that they hear. The test is completely oral, and the students circle printed letters or numbers which correspond to the correct answer.[5]

Constance L. Melaro also deals with the problem of testing the younger FLES student in her paper, "FLES - Written Tests for Nonwriters?" Melaro maintains that written tests are valuable as visible proof to support evaluative decisions. The techniques she recommends in the preparation of these tests stress the importance of simplicity, clarity and variation. Some examples of tests which could be administered at the lower grade levels include identifying the parts of the body in the following manner: students are given an outline of a body or a sheet containing separate pictures of individual body parts. The students would then hear, "numéro un ...... la tête," at which time they would write a number one (1) on the body part representing the head. Another example of a test suggested by the author would require the use of colors with articles of clothing, fruits or vegetables. For example, if the student heard "la jupe est jaune," he would be expected to place a yellow mark on the picture of a skirt.

Many simple tests could be derived from this procedure, and other examples of such tests are included in the content of the article. All testing of this nature would probably deal with the simple recognition and identification of what the student hears. The author suggests that each test include only one activity until the students become use to this type of evaluation, and that the tests be made longer than necessary so that the teacher can go over a few sample questions with the class.[6]

Another aspect of foreign language testing which seems to pose a problem in terms of reliable evaluation is the question of testing oral expression. Theadore B. Kalivoda reported in an article entitled "Oral Testing in Secondary Schools," that responses to a questionnaire sent out to one hundred teachers in the Atlanta area revealed that oral testing played an important part in most foreign language classes, but that most teachers based their oral tests on the production of memorized material. The author contends that although these tests may help to evaluate pronunciation and intonation, they fail to test language as a tool of communication. According to Kalivoda, mastery of a lesson does not end when a student can merely reproduce the material orally, but only when he can correctly manipulate the vocabulary and the structures of that lesson in various combinations and situations. Oral tests must stress speaking and not just repetition, and must assign specific values to language usage.[7]

Charles W. Stansfield also suggests that oral language should incorporate the ability to manipulate the language in controlled situations. In his paper, "Testing at the Intermediate Level," Stansfield encourages the increasing use of formats which would employ actual communication. He contends that intermediate level courses would not be "more of the same" if proficiency in the target language were viewed in terms of "a process consisting of increasingly complex behavior." If teaching activities were chosen to be more challenging, and if testing could help the student become aware of his increasing ability to function in the language, there would be a stronger feeling of progress and achievement.

Stanfield gives some suggestions for testing at the intermediate level. He states, for example, that frequent oral testing should influence the evaluation of a student's work. He encourages the use of formats which resemble the normal classroom activities, such as pattern drills or questions based on dialogues. In addition, he recommends the use of vocabulary tests in which students must name or describe certain pictured items. The scoring of oral tests would be on a point basis, and would focus on pronunciation, vocabulary, structure and fluency.[8]

"Oral Expression Tests" by Peter Robinson of the English Department of York University, Toranto, also treats the problem of testing the oral aspect of student achievement in language learning. Robertson reports that oral language tests have been neglected because they are difficult to treat objectively. He states that students often complete language courses with high aural comprehension ability, but poor speaking ability.[9]

Robinson asserts that oral tests must be motivating in order to promote free expression. He suggests that tests be divided into two parts: the interview, made up of personal questions dealing with how, why, when, where and so on, and discussion on a topic which is interesting to

BEST COPY AVAILABLE

the student. Although there is no set criteria for grading this type of test, one can be formulated. The author cites the oral expression tests of CREDIF, Voix et Images de France as an example, though limited, of how to arrive at a quick and accurate analysis of oral production.[10]

The many problems put forth by the consideration of finding effective ways of foreign language testing have provoked a variety of proposals of different practices which could be used in testing achievement. R. J. H. Matthews-Breskey in his work "Translation as a Testing Device," contends that translation could be used as a means of testing. He maintains that, to a certain degree, "conscious inward reference to the real or imagined equivalent in the mother tongue is inevitable," therefore, through the use of translation, structure and grammar could be evaluated.[11]

Studies by Bernard Spolsky as presented in his paper entitled "Reduced Redundancy as a Language Testing Tool," have encouraged the author to believe that a subject's language proficiency could be measured by his ability to receive messages under varying conditions of distortion of the conducting medium. Tapes of the target language would be "distorted" to varying degrees by the use of noise factors. The student's ability to comprehend the material presented, despite the distortion, would reflect his proficiency in the language.[12]

Other discussion on foreign language testing has focused on the use of criteria-referenced tests - tests which diagnose the learner's knowledge and skills on the basis of a predetermined criteria. In reviewing this type of test, Albert Valdman of Indiana University affirms that, although proposals for this type of testing have been put forth by Valette and Banathy, they need to be studied further and refined. He questions whether the term behavorial can be applied to all aspects of verbal communication, and he emphasizes that in implementing criteria-referenced tests, it is important to remember "that those aspects of language learning which can be most easily measured are preparatory activities which only partially correspond to the ability to handle real linguistic tasks such as the decoding of written and spoken messages or face to face verbal communication."[13]

In view of recent research in the field of foreign language testing, it seems that most authorities agree that there is a definite need for more work on the development of evaluative material to be used to determine student progress within the course content. Until such material can be made available more readily and in greater abundance, it is apparent that the job of preparing effective and reliable testing material is left to the classroom teacher, especially in the case of the FLES teacher.

The following resources may provide the classroom teacher with helpful information on the preparation of tests to evaluate the progress of the foreign language student as he attempts to master the four basic skills - listening-comprehension, speaking, reading, and writing - which comprise the process of language learning. Also included in some cases, is information on testing certain aspects of the assimilation of material dealing with culture. These resources are:

Language Testing: the construction and use of foreign language tests, by Robert Lado (1961). Reprinted by McGraw-Hill, New York, 1964.

Modern Language Testing, by Rebecca M. Valette. Harcourt Brace & World, New York, 1967. (Exerpted in "French Review," December, 1967).

"Problems in Foreign Language Testing," Proceedings of a conference held at the University of Michigan, September, 1967. John A. Upshur, Special Issue Editor; Julia Fata, Special Issue Associate Editor, Language Learning, August, 1968.

"Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish," by the Modern Language Association of America. F. André Paquette, Project Director; Suzanne Tollinger, Research Assistant. June, 1968. ERIC FILES, ED 044957.

Testing is an important and essential part in any curriculum, and in conclusion, it may be well to note the words of Jane M. Bourque who states in her article, "Tests... Tool or Torture," that it is important to remember that as teachers "We test to teach, not teach to test."

BEST COPY AVAILABLE

NOTES

[1] Jane M. Bourque, "Tests...Tool or Torture," American Foreign Language Teacher, February, 1971, pp. 14-15.

[2] Rebecca M. Valette, "Directions in Foreign Language Testing," ERIC FILES - ED 034460, 1969.

[3] Edward H. Bourque, Editor, THE FLES STUDENT, A STUDY, "A Report of the 1967 FLES Committee of the American Association of Teachers of French," Chilton Books - Educational Division, 1968, pp. 23-33.

[4] Ibid., pp. 34-39.

[5] Edward D. Allen, Leona M. Glenn, Frank Otto, The Changing Curriculum, Modern Foreign Languages, Association for Supervision and Curriculum Development, NEA, 1968, pp. 29-33.

[6] Constance L. Melaro, "FLES - Written Tests for Nonwriters?" Instructor, January, 1969, pp. 50 and 55.

[7] Theadore B. Kalivoda, "Oral Testing in Secondary Schools," Modern Language Journal, May, 1970, pp. 328-331.

[8] Charles W. Stansfield, University of Colorado, "Testing at the Intermediate Level," American Foreign Language Teacher, Spring, 1973, pp. 7-9 and 36.

[9] Peter Robinson, "Oral Expression Tests," English Language Teaching, February, 1971, pp. 151-155.

[10] Peter Robinson, "Oral Expression Tests (continuation)," English Language Teaching, June, 1971, pp. 260-266.

[11] R. J. H. Matthews-Bresky, "Translation as a Testing Device," English Language Teaching," October, 1972.

[12] Bernard Spolsky, "Reduced Redundancy as a Language Testing Tool," 1969, ERIC FILES - ED 031702.

[13] Howard B. Altman, University of Washington: Robert L. Politzer, Stanford University, Editors, Individualizing Foreign Language Instruction, "Proceedings of the Stanford Conference, May 6-8, 1971.

BEST COPY AVAILABLE

TECHNIQUES FOR SUCCESS

by

Suzanne Reich Schaps
The Bronxville Elementary School
Bronxvile, New York

The success of a foreign language class may be evaluated by the progress of the students in language acquisition, cultural understanding and in the development of a positive attitude toward foreign language learning. The teacher is the key figure. He or she sets the tone for the learning activities.

In my experience teaching French to grades three through six at the Bronxville Elementary School, Bronxville, New York, I have found that the most effective techniques are those that present a challenge. The challenge, naturally, must be stimulating, yet within range for the child to experience success. The child is most receptive when he enjoys what he is doing. He will absorb more information in this emotional state and retain it longer. The connotation that the word game itself bears for the child is a powerful tool in attempting to develop student interest. Use of "the game" has proven to be most effective in maintaining student interest in my program at Bronxville. It should be pointed out, however, that games are most effective in the pre-reading stage. One must be cautious not to hold the student in this initial audio-lingual phase for an excessive period of time if one is to avoid boredom. The transition from the pre-reading to an elementary reading level must not be delayed.

I believe that frequently we withhold the visual stimuli for too long a period in elementary programs. The motivated student needs this added dimension to keep an interest in the subject matter. For most students auditory stimuli alone is not enough. I have been asked many times: "What does the word look like? I will remember it if I see it." Due to this lack of tangible material students often resort to their own phonetic symbols for words in the desire to grasp or hold on to the sound. In doing this they reinforce their own incorrect spelling. Why not learn to understand the sound systems and their phonetic symbols before incorrect learning takes place? I believe too often

BEST COPY AVAILABLE

both the alphabet and certain key linguistic symbols of the foreign language are unnecessarily avoided in FLES programs.

This year my sixth graders are enjoying new adventures in reading through the Scholastic Magazine Series entitled "Bonjour I." The child in this case is reading whole sentences, patterns and expressions not necessarily "overlearned" orally. This kind of reading is not predicated upon total comprehension between sound and written symbol. Words which have not yet been presented can be taught briefly without drill as comprehension of the impression is immediate.

We must not stifle the young student with topics that are too immature for his age. Techniques should be adapted from studies conducted to determine successful devices for children to read in their native language. "Dick and Jane" is often too unsophisticated for the youngsters of today. We in French instruction should review our own materials and ask ourselves whether they, too, are no longer relevant. If so, these materials must be dropped and new innovative approaches must be tried.

To appeal to the student's curiosity we must flatter his intellect. This is my underlying goal and I am finding it far more successful than slavish adherence to obsolete dictums.

An area that is often overlooked in the educational process is communication between the French teacher, the classroom teacher, the principal and parents. In the Bronxville School system regularly scheduled meetings are held to review the progress of each child. In this manner we are able to tailor our instruction to the individual. It is this unusual amount of communication, parental interest and support, and innovative teaching methods that makes the French program in the Bronxville Elementary School a success.

FLES IN P. S. 178
(Vive l'enthousiasme!)

H. Bluming

BEST COPY AVAILABLE

What a joy to see and hear my little ones originate their own conversation in French! How they vie for the inviting puppets. They never forget that French is a polite language. Students may "slang" all day in English, but how proper and *comme il faut* they become in my French Room.

No matter how they enter any other classroom, they walk into this magic class with manners befitting an old world *lycée*. They stand to greet me and wait for "Asseyez-vous." There is a "never-never" land atmosphere. No one rushes out. They stay to question, talk - like an adult lingering over an extra dessert. (If I could capture this magic in other areas surely I'd have the answer to many questions that bedevil me when planning a lesson.) FLES is a time for learning together - an experience that binds student and teacher in a mutual interest.

BEST COPY AVAILABLE

In Hollis Woods we start in the fourth grade. The lovely name cards with French seals become a prized possession. The beginning games of Guess Who? makes them savor the joy of pronouncing the melodious sounds of Pierre, Jeanine, Charlot, Michel, Roxanne, Gigi, etc. - but they particularly relish their own name cards and guard them jealously. They learn of home, classroom, colors, age, time, weather and professions. All these old familiar things have new and exciting names. New friendships are formed trying out new dialogues or stories. Discarded toys are piled around the room; stuffed animals and dolls smile from every corner. It is a chance to once again reclaim an innocent time of playthings that evoke pleasant remembrances.

The fifth grade is more knowing. The dolls have body parts and their clothes are rainbows in a useful vocabulary. Waxed fruits fill our baskets; vegetables are on the doors! At Thanksgiving we have our petit déjeuner. We have learned to set the table so we invited our parents and a sprinkling of grandmères to join us. I heat the croissants (merci, Sara Lee) at home and mothers carry "du chocolat chaud." If we're lucky the kindergarten has churned "du burre!" We sing songs of food and joy. Some of my pupils love this

BEST COPY AVAILABLE

lesson most of all. We continue to learn and read in the fun book of Totor and Tristan - with a pledge not to read the last page till we all do. After we prepare for a meal at a French restaurant, and we do really Formidable! Their manners are impeccable. MY LITTLE MISCHIEVOUS CHARACTERS TURN INTO YOUNG MEN AND LADIES (only as long as necessary bien entendu!).

In the sophisticated sixth grade, where we learn about the city, its workers and all forms of travel - Ready for Paris. We're reading, writing, and creating original poems for the school magazine. There's a subtle knowledge - "I don't know why - but it sounds right." Ah, what joy to the ears of a teacher when he or she knows the right usage!

Every year there's a grand culmination. Sometimes it is just skits, songs and dances from each grade. One year it was a musical - Bon Voyage. This past June we honored Walt Disney - Les Chansons de Walt Disney. It was done in tableaux interpersed with contributions from each grade's curriculum. Our finale was the Can-Can. Toulouse-Lutrec would have been proud of "les Girls" of P. S. 178. The audience gave them a standing ovation. It was well in the nineties out in the street, and auditorium was SRO. It ended with all children (93 of them) parading with their blue, white and red costumes and singing La Marseillaise. Truly a salute to France from FLES.

BEST COPY AVAILABLE

EVALUATION OF SELECTED BILINGUAL EDUCATION PROGRAMS

by

Catherine D. Prudhomme
Ville Platte Elementary School
Ville Platte, Louisiana

No real movement into bilingual education was made in public schools in the country until after 1965 when the presence of so many Cubans in Dade County, Miami, Florida, stimulated this development.[1]

Bilingual education focused on the use of the youngster's own communication language to enable him to learn subject matter while learning English. This meant that English was retained as a second language, while the youngster received ample instruction in his native language. The result of this program was that the Spanish-speaking child was able to move up with his white and black classmates.

The Dade County system aimed at teaching English to Spanish-speaking children and Spanish to the English-speaking children. The subject matter was then taught in both languages to *all* classmates. In the first program, a period a day was spent in Spanish language arts. In Coral Way the public elementary school was a model bilingual school. After four years of operation the results of this program, according to Andersson and Boyer, are as follows:

1. After the fifth grade, the children were able to learn equally well through either of their two languages.

2. Since one half of the children in the program were Cubans and the other half began as monolingual English speakers, it is apparent that a truly comprehensive bilingual education program can serve not only the non-English mother tongue children *who must necessarily become bilingual*, but also the ordinary monolingual American child who speaks nothing but English and *whose parents want him to become bilingual.*

3. The strength of the program lies in the high quality of the teachers of both languages (all are native and are highly trained speakers of the language in which they teach) and in the fullness of the support they get from the school administration and the community.

The implications of these three points are momentous.[2]

In further study of the Dade County bilingual program, Andersson and Boyer make recommendations for the expansion and institution of other such programs.

1. Comprehensive programs of bilingual education in self-selected schools and for self-selected pupils at all grade levels should be supported.

BEST COPY AVAILABLE

2. The opportunity to profit from bilingual education should be extended to children of all non-English-speaking groups. All are now losers under our present one-language policy.

3. Adequate provision should be made for the training and otherwise securing of teachers capable of using the non-English tongue as a medium of instruction.

4. There should be cooperative efforts by the public schools and the non-English ethnic organizations which have thus far worked unaided and unrecognized to maintain two-language competence in their children.

5. Provisions should be made for safeguarding the quality of the bilingual education programs which receive Federal financial assistance.[2]

With the success of the Dade County bilingual education program, other school systems, notably in Texas, California, New Jersey, Connecticut, and even Louisiana, began developing this concept. At the same time, similar programs were initiated in Quebec, Canada. The writer will endeavor to report on some of these programs, their objectives, methods of measurements as far as possible, and their evaluation of set goals insofar as the various evaluators have explored these programs and made their reports available through various current educational media.

In the "Final Evaluation Report" of the Region One Education Project, 1971-72, the Education Service Center is the evaluator. This project, which was first started in 1969-70, is a four-year program for Mexican-American children who have little or no knowledge of English from kindergarten through the first grade. The components of the project are Spanish reading, English as a second language, transitional English reading, and social education. Of the 124 objectives listed, only product objectives pertaining directly to student achievement were evaluated. An "interim testing program" was used as measurement. The results of the Spanish Reading and Social Education End-of-Program Tests indicated that 80 per cent of the students attained the desired objective, a score of 80 per cent on the tests. "Level I and II of the English-as-Second-Language program results indicated that if students in experimental group and control group had all had comparable pre-test scores, the post-test scores of the experimental group would have been significantly higher than those of the control group. The analysis of the final achievement tests indicated that the results were in acceptable limits of the objective for the Transitional English Reading Program."[3] (The writer finds the measurement and evaluation of this program to be rather vague considering the program has been in operation since 1969. There is considerable lack of pre-test data.)

BEST COPY AVAILABLE

The Bilingual Education Program of both the Harlandale Independent School District and the San Marco Independent School District of San Antonio, Texas, was evaluated for two successive years 1970-71, 1971-72. The primary objective, remaining the same for the two years, was "to prevent educational retardation of the Mexican-American child by teaching in Spanish while competence in English is being developed to the point where it is sufficient to carry the educational burden." Secondary objectives were added in the report of 1971-72. They were "to endow the Mexican-American child with the advantage of literacy in two languages and to instill in him a knowledge of and pride in his heritage." The objectives for the Anglo-American child was "to broaden his outlook and to develop in him an appreciation of multicultural contributions to our society by introducing him to another language and another culture."

The two-year plan contained development of curriculum, adaptation, and revision. Considerable revision of the curriculum guides of Spanish Language Arts and Social Studies units occurred in 1970-71.

In the year 1970-71, evaluation criteria included the Metropolitan Achievement Tests, the Spanish Series Interamericana Reading Tests, and program tests of program objectives stated in curriculum guides. In 1971-72, the administration added the Peabody Picture Vocabulary Test (Spanish and English versions) as well as other local tests of behavioral objectives to the evaluation design.

The evaluation report of both years are equally comparable. In 1971, the pupils generally did well on word knowledge, word discrimination, and math portion of the Metropolitan Achievement Tests, but they failed to perform as well on the reading comprehension portion, indicating teachers' need to spend more time on this facet of bilingual education. All grades but Grade IV did well on the Spanish reading test, indicating Grade IV teachers need to spend more time on Spanish Language Arts. In conclusion for the year 1970-71, performance objectives were generally met. In other areas, there was an increased involvement and cooperation between parent and school. Two recommendations were made at the end of the year. They were "that teachers needed more training in methodology of teaching English to Spanish speakers and that teachers needed to concentrate more heavily on teaching for reading comprehension."[4]

In the evaluation report of 1971-72, Harrison reported that generally, normal and better gain was achieved in the Spanish version of the Peabody Test, but less than normal

BEST COPY AVAILABLE

gain was made on the English version. For the most part, pupils did well on the word discrimination, language and math portion of the Metropolitan Test, but they did less well on word knowledge and reading comprehension. As stated in the report of 1970-71, evaluators again emphasized the need to work more on reading comprehension. On the Spanish reading test, results were only partially satisfactory with a need indicated (again) for more concentration on reading comprehension by teachers. Local behavioral objectives in all subject areas were generally met. Inferred self-concept scales revealed an excellent gain in self-image by project pupils. At the administrative level, project coordination had improved, and there was increased parent involvement with teachers, pupils, and principals.[5]

Elaine C. Condon presents a "Gestalt" assessment of Project SELL activities including periodical examinations of documentary evidence, frequent conferences with staff, and observations of project activities which she substantiates with results of statistical analyses. On these bases, Dr. Condon drew the following conclusion:

1. Bilingual education in Union City is producing cognitive and effective gains in project participants (both staff and pupils).

2. Educationally and culturally relevant materials are being developed and are constantly being refined in Roosevelt School.

3. American and Cuban parents are supportive in their attitudes.

4. Management problem may be expected to continue as a result of the need to reconcile divergent streams of community interests."[6]

In summarizing, Dr. Condon states that Project SELL is "effective in producing pupil progress as measured by the levels progression, the Inter-American tests, and the Boehm concept tests." There is tentative support for the major hypothesis of the program that instruction in the dominant language is more effective than instruction in the non-dominant language. Dr. Condon does admit that there are more long-term benefits to be derived from bilingual education; but to achieve these, more scientific information and reportable objective data are sorely needed.[6]

One of the first French bilingual programs in Louisiana was started in St. Martin Parish in 1970. Data on this ongoing bilingual program was gathered from February through May of 1971. A large segment of both the control group and experimental group is French dominant or black. The pupils were evaluated by both the teachers and monitors. Both groups were composed of 40 per cent black students. In the experimental group, approximately 55 per cent of the students were French dominant, whereas 60 per cent of the control group were French dominant. Both first grade experimental and control groups had more French dominant students than English dominant students, whereas in the kindergarten groups, the number of French and English dominant students was about equal.

"Mastery of performance objectives" for each pupil was determined by both teachers and monitors. "This data gathering effort was partially incomplete since, on occasion, teacher cooperation was absent or monitors were unable to observe certain types of student behavior."[7]

The evaluators' findings are mixed, so they were really unable to identify any pronounced trends. Early in 1971, the Metropolitan Readiness Test was administered to all kindergarten students, and the Stanford Achievement Test was administered to all first-grade students. In the case of French dominant children, the kindergarten control group surpassed the experimental group slightly. In the case of the English dominant kindergarten children, a slight advantage existed for the experimental group. The data from the six-subject scores of the S. A. T. also produced an uneven finding. In both the French dominant first grade experimental

BEST COPY AVAILABLE

and control groups, the evaluators found mixed results. Among the five subtest scores dealing with language arts, they found that in three instances the control group portrayed a slight advantage, while in the other two instances, the same was true for the experimental groups. The control group surpassed "somewhat" the experimental group in arithmetic when it was administered to French dominant students. "In a roughly similar manner, a mixed picture existed when one compares the English dominant students in the experimental group with those of the control group. Even when the French Achievement Test was administered to only the experimental group, the test results were difficult to interpret "because the test had never been given before and no norms were available. Seemingly, performance was low, but no conclusion should be drawn until further use of test demonstrates its degree of difficulty." The evaluators added that the data derived from this test may be useful in interpreting test results yielded in 1971-72 evaluation. Regardless of the absence of concrete results, various subjective goals were realized; namely, greater cultural appreciation, greater parent involvement, and favorable attitude of "everyone" toward the program."[7] (Perhaps more encouraging

BEST COPY AVAILABLE

results will be realized after this program has been in effect for a few more years.)

Dr. Perry Zirkel devoted his entire doctoral dissertation to the study of the effectiveness of selected bilingual programs in Bridgeport, Hartford, New Britain, and New London, Connecticut, in terms of pupil and parent outcomes. His review of research literature revealed that Spanish-speaking children have evidenced language and achievement deficiencies in English which were not present when they were tested in Spanish. His review has also revealed the pressing need to more effectively include Spanish-speaking parents in the educational process. According to Dr. Zirkel, a few clearcut conclusions can be drawn due to "limited availability and applicability of research in this immediate area." Despite this lack of experimentation, the significant proportion of positive results of the "available research portends promise for such study."[8]

The measures used to evaluate these selected bilingual programs included the DAM nonverbal test, the Inter-American series of tests, the Inferred Self-Concept Scale, and the Zirkel-Greene Home Interview Schedule.

"The bilingual model of instruction in Bridgeport and Hartford, which provided for the major part of the instruction

BEST COPY AVAILABLE

day in Spanish in addition to E. S. L., did reflect generally effective results during its first year of operation."

1. Childrens' gains in academic abilities in Spanish and English were generally greater than control group. These gains were significantly greater in grades 2-3.
2. Gains in self-concept level were significantly greater than that of control group children in Grade I, but it was not significantly different from that of control group children in Grade 2.
3. Parents did perceive themselves as more informed, involved, and in favor of the school program than did the parents of control group.

In contrast, the quasi-bilingual programs found in New Britain and New London, which provided minor segments of subject matter instruction in the native tongue, did not appear to be more or less effective than their respective regular programs. These limited results serve to reinforce the importance of according significant status to the native language and culture of Spanish-speaking students in bilingual programs.

In his concluding remarks, Zirkel states that from the data gathered and studied in these selected bilingual programs, bilingual instruction can be an effective means of improving the educational opportunities of Puerto Rican pupils in primary grades. "Whether a so-called bilingual program is significantly more effective than a regular

BEST COPY AVAILABLE

instructional program in enhancing academic abilities and self-concept of such pupils seems to depend on whether the program differs definitively from the regular program." Then and only then can it successfully evolve into bilingual/bicultural opportunities for *all* students.[8]

The Santa Clara County Bi-Lingual/Bi-Cultural Education Project in California is perhaps one of the best organized Spanish bilingual programs in existence today. In operation since July 1969, its main objectives are to demonstrate home-teaching procedures in preschool and to improve Spanish language skills and provide a basic level of fluency in English to children in kindergarten, first, and second grades. Also known as the Spanish Dame Bilingual Education Project, this bilingual program provides for a very effective organization of home tutors and community liaison workers who involve parents in helping their children learn and in reinforcing concepts necessary for their development. The program included two target area schools including children with bilingual pre-school experience as well as those not having any previous bilingual experiences. Ethnic backgrounds were Mexican, American, Black, and Anglo. In *pre-school*, the instruction for the first few months of the program is

BEST COPY AVAILABLE

only in Spanish. "The structured E. S. L. curriculum increases their vocabulary." Many materials and activities are geared for home teaching and thus can be reinforced at home.[9]

In 1971-72 the evaluative measurements used were the Bettye Caldwell General Ability Test (Spanish) and locally developed English/Spanish Vocabulary Comprehension Tests, and English tests of grammar and vocabulary.[10] Through these methods of evaluation, the evaluators have listed the following objectives as having been met and surpassed:

1. Students in bilingual program for more than one year will demonstrate significantly greater improvement in Spanish language development than will appropriate comparison group. First-year students will demonstrate improvement in Spanish language development.

2. Students in bilingual program demonstrated improvement in English language development that exceeded that of appropriate comparison group.

3. In May 1971, students in bilingual program scored higher in knowledge of cultural, generalizations and stereotype avoidance than did control group.

4. There was no difference between the two groups in self-concept as tested by the "Children's Self-Concept" test.

5. First grade children in Spanish Dame School Project scored the same as the control group in reading of English and were nine points higher in math on Cooperative Primary Test.[10]

Evaluators attribute the success of the program to the team effort of all involved in the project and to the development of curriculum which is based on the needs of pre-school through first grade Mexican-American children.[9 & 10]

The St. Lambert program of home-school-language switch was started in 1965 and aimed to promote functional bilingualism with both Pilot and Follow-Up classes containing children with wide range of IQ's. The Kindergarten curricula was left up to the discretion of the native French teacher who stressed passive comprehensive skills in French. In Grade I level, reading, writing, and arithmetic were introduced via French with no English reading. In Grade II two daily half-hour periods of English Language Arts were introduced with rest of curricula remaining essentially the same via French. In Grades III-IV, 35-40 per cent of curriculum was taught via English with the remainder in French.

Tests were given each spring starting at Grade I level to assess all phases of intellectual and cognitive development. The results, according to d'Anglejan and Lambert are as follows:

1. No intellectual confusion or retardation resulted in instruction via a second language.
2. Experimental children performed as well as control children in mathematics. They were tested via

BEST COPY AVAILABLE

English thereby indicating no difficulty in using their mathematical concepts acquired via French when called upon to work via English.

3. There is no evidence of a lag in English language skills--some experimental students had proved to be even better in the Standard Language Arts than did some control students.

4. "The experimental students have acquired French language skills far beyond the level which they would have attained through traditional second language learning methods at no cost to their English language ability."

5. "Concerning pupils' attitudes, it now appears that the product of the program will be essentially a new type of individual, neither exclusively French nor English, who possesses a sensitivity and positive outlook toward both of Canada's major ethnolinguistic groups."[11]

In another study of the Home-School-Language Switch-Program, Lambert, along with Tucker, undertook a community-based study again involving both Pilot and Follow-Up classes. Two groups of English-Canadian children undertook their elementary schooling exclusively in French for kindergarten and Grade I and then from Grades II-V mainly in French except for two half-hour periods of English-Language Arts. The authors believe that "this educational experiment has universal relevance since it touches on the educational matter faced also by minority groups in all countries and by most citizens in developing nations." They compared the linguistic, cognitive, and attitudinal development of the

Pilot and Follow-Up experimental groups with control children carefully matched as in preceding study.

In evaluating the program, Lambert and Tucker pose the question, "What effect does such a program have on the experimental children's progress in home language skills compared with the English control?" Their response is that overall they are doing just as well as the controls, showing no symptoms of retardation or negative transfer. Both the experimental Pilot class and the Control class rank above 80 percentile on English tests. In various English abilities as measured by the Peabody Picture Vocabulary, both groups scored the same. Children developing foreign language skills in experimental programs fared extremely well in both French listening comprehension and knowledge of complex French concepts. (French version of Peabody Picture Vocabulary Test). On tests of non-language subject matter, both groups performed at the same high level (both beyond 80th percentile). They are able to transfer knowledge acquired exclusively through French to English testing. Based on Raren's Progressive Matrices and Large-Thorndike's tests of intelligence, Tucker and Lambert conclude that there is no evidence at end of Grade IV of any intellectual deficit or retardation attributable to the bilingual experience. As level of French knowledge increased, their attitudes and appreciation of French culture increased. They came to consider themselves "French-English-Canadians."

In perspective, the authors do not propose this scheme as a universal solution to learning. They offer a more guiding principle; that is, "any social system that desires a bilingual or multilingual citizenery should give priority to early schooling in the language or languages least likely to be otherwise developed or most likely neglected. Rather than teaching languages as language, emphasis should be shifted from a linguistic focus to using the language as a vehicle for academic content." Only by using this method (with perhaps a little variation) of teaching two languages will children have the opportunity to become fully proficient in two languages.[12]

Another report of Lambert and some of his associates deals with English-speaking children receiving their first two years of instruction exclusively in French. They were tested for communication skills in both English and French. One experiment examined their ability as decoders of novel information; a second, their proficiency as encoders. They were found to be as capable as matched control groups of monolingual children. "Apparently, young children instructed exclusively in a foreign language can apply abilities developed mainly through teacher-pupil interaction, to non-academic, peer-to-peer communication settings, with no decrement in maternal language performance.[13]

As stated in all reports of bilingual education programs that this writer has researched, the goals of a truly bilingual education are proficiency in two languages, a better understanding of the cultural diversity of environment, and an improved self-concept image.

Bilingual education does not have a deleterious effect on the learning of other subjects; on the contrary, it has improved this learning. The children are able to take that which they learned in the classroom out of the educational realm and into their daily communication with their peers.

NOTES

[1] Rodriguez, Armando. "The Necessity for Bilingual Education" Bibliography il por Wilson Library Bulletin 44:724-30; March, 1970.

[2] Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States; Southwest Educational Development Laboratory; Austin, Texas; January, 1970.

[3] Education Service Center, Region I. "Region One Bilingual Education Project, 1971-72, Final Evaluation Report"; Edinburg, Texas ED068-243 (1970-71) 0519555.

[4] Hughes, B. E. and Helene W. Harrison. "Evaluation Report of the Bilingual Education Program: Harlandale Independent School District, San Marco Independent School District"; Harlandale Independent School District; San Antonio, Texas; 1971.

[5] Harrison, Helene W. "Evaluation Report of the Bilingual Education Program, Harlandale Independent School District, San Marco Independent School District"; Southwest Texas State University; 1971-72 071-795.

[6] Condon, Elaine C. "Project SELL, Title VII: Final Evaluation 1970-71"; et al Union City Board of Education, New Jersey; 1971 ED067-951.

[7] Almann, J. Stanley and B. Geraldine Lambert. "An Evaluation of a Bilingual Program: Annual Report 1970-71"; St. Martinville, Louisiana; June 15, 1971 ED071-474.

[8] Zirkel, Perry Alan. "An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Program in Connecticut"; Hartford University; West Hartford,

Connecticut; Connecticut Migratory Children's Program; May 1972; Reprint of Document of Dissertation submitted to University of Connecticut; ED070-326.

[9] Owens, Thomas R. and Rebecca Hernandez. "Final Evaluation Report for the Santa Clara County Bi-Lingual/ Bi-Cultural Education Project (Spanish Dame School)"; Santa Clara Office of Education; San Jose, California; June, 1972 ED067-197.

[10] Santa Clara County Office of Education. "Bilingual Education Report, Santa Clara County, California--Final Report, 1972"; San Jose, California; July 1, 1972 ED067-182.

[11] d'Anglejan, Alison and G. R. Tucker. "The St. Lambert Program of Home-School Language Switch"; Newsletter of the Council of Childhood Education: Autumn, 1970; and Modern Language Journal, 1971.

[12] Lambert, W. E. and G. R. Tucker. "The Home-School Language Switch Program: Grades K through 7th"; Laval University, Quebec; International Center on Bilingualism; November, 1971.

[13] Samuels, Marilyn, Alan G. Reynolds, and W. E. Lambert. "Communicational Efficiency of Children Schooled in a Foreign Language"; Journal of Educational Psychology; 1969, Vol. 60, No. 5, pp. 389-393.

THE MOVEMENT TOWARD BILINGUAL EDUCATION

by

Owen Demoruelle
Evangeline Parish Bilingual-Bicultural Project
Ville Platte, Louisiana

During the first four years of life, a child acquires the sounds, the grammar, and the basic vocabulary of whatever language he hears around him. (4) Some of these children learn the language of their elders in the home and in their isolated communities. (3) In cities of large ethnic communities they are provided with only the ethnic language. In the United States there are about 20,000,000 people with some knowledge of an ethnic language. (7) With English the sole medium of instruction in schools, the child is asked to carry an impossible burden at a time when he can barely understand or speak, let alone read or write, the language. For many the situation becomes hopeless and they drop out of school. (4)

The history of the education of the foreign-speaking student in the United States is filled with tragedy. (10) In New York City alone, 250,000 Puerto Rican children attend the public schools. The estimated dropout rate for these students had been put as high as 85 per cent. The median number of school years completed by the adult Cherokee is 5.5. (4)

Many school officials seem to be unmoved by these results. At any rate, the possibility of hiring some teachers who share a child's culture and who could teach him in a language he can understand does not occur to them. Since the curriculum is in English the child must sink or swim in English. America is the great melting pot, and as one writer stated, "If you don't want to melt, you had better get out of the pot." One teacher makes her pupils drop a penny in a bowl for every "foreign" word they use. Another makes them write lines. (4) Most tragic is that many of these "ethnic" children are placed with the slow learners where they are systematically de-educated -- mentally and physically.

Should the school operate according to the wishes of the majority of the community or should it seek to alter attitudes and beliefs toward whatever may be considered more desirable? It is important to consider several factors: residence, occupation, heredity, etc., over which the child or his parents have no control.

Residence would imply the respectability of his neighborhood. Often parents in the slums are ignored or scorned. (1) The low-status students often develop a self-image that undermines their capacity to present themselves in a favorable light. Because of prejudice and discrimination, members of the minority group suffer certain deterioration of personality, including a resigned exploitation of inferior status and self-hatred. (3)

Parents echo the high aspirations of their children. (1) Negro parents and children hope for and desire as high a level of educational attainment as, and sometimes higher than, middle-class white parents and children. Two goals have been identified: social acceptance by peers and teachers, and achievement recognition. Of four different groups studied it was found that Negroes want both social acceptance and achievement recognition, Mexican Americans want social acceptance, middle-class whites want achievement recognition, and lower-class whites want social acceptance. (3)

The educational level of his parents was found to have a bearing on the aspiration level of the youngster. The

BEST COPY AVAILABLE

results of Osborn's study (8) show that children of differently educated parents differ from children of similarly educated parents in educational achievement, attitude, aspiration, and expectation. They suggest that differing educational levels of parents are influential to the children in that a child could be expected to achieve and aspire educationally in the direction of the educational level of the same-sex parent. Furthermore, the popular assumption of a more powerful influence of the mother in the development of her children is not supported. Thus, an educator might expect a student's pattern of achievement and aspiration to fall in line according to the educational levels of the parents.

Education off campus, outside of regular classes, presents challenging problems for the present school system. (13) We hardly need to be reminded of the impact of media upon the youngster outside of school. If the child is in a system that does not permit him some measure of status, he is inclined to escape to a world where he does not have a negative self-evaluation, the world of mass-media. The active child, socially at ease and with a happy home background, is the least likely to be preoccupied with television. (3)

Although the present-day population of Spanish-speaking citizens and residents makes the United States the sixth largest "Spanish-speaking" country in the world, the fact that makes the language problem more serious is that of constant and recurring contact with families they have left in other countries. (11)

Since 1969, there has developed what may be called a crisis in foreign language education. It is sometimes referred to as the major non-required subject. Foreign Language requirements began being abolished by some major institutions. (9)

With the increased awareness of pride in one's ethnic heritage among the minority groups who are being educated in their school system has come a shift in the approach to language instruction. (2) Learning institutions will need to preplan projects for months, if not years, before they are instituted in order to make the field experience as beneficial as possible. (13)

Influential educators have called for a change in teacher attitudes toward minority children, but at the same time they have put forward unsubstantiated views concerning the language of such children which are likely to adversely affect teacher attitudes. (6) The ethnic speakers enter school with a valuable knowledge of their language and culture. They can make the language come alive for monolingual students interested in acquiring it. Much of our foreign language teaching is ethnic oriented. It is not by accident that Spanish has been widely taught in the Southwest, that French is popular in the Northeast and in Louisiana. (7) Yet, some parents are forced to sue the schools to prevent pupil assignments to classes for the mentally retarded as a penalty for possessing this special knowledge. (6)

Joshua Fishman in his "Bilingualism in the Barrio" suggests the establishment of a "commission on Biculturism (or Bilingualism) in American life" with national regional and local subdivisions. (7)

Dr. Atilano Valencia (12) reports on an experimental group composed of a sample of parents whose children were exposed to a Bilingual/Bicultural program, while the control group was composed of a sample of parents whose children were not exposed to the program components. Sixteen of the parents were Mexican American and thirteen American Indians. Three analyses were performed to ascertain ethnic group differences in attitudes toward bilingualism and bicultural education. The findings show that the experimental group parents indicated some notable improvement in the first language while the control group parents revealed some or no improvement. More importantly, it has noted that the findings reveal a general trend of parental support for bilingual/bicultural education. (12)

The classroom materials should take advantage of community and family relationships and should serve to bring the school and the community closer together. The ethnic speaker should learn the standard language. But deviant forms should be considered matters of interest rather than matters of scorn. The teaching of English should be carried out so that the minority groups will not sacrifice their native languages and cultures through emotional and psychological strain. (7)

One way is to allow the child's language acquisition abilities to operate on whole samples of natural language. The child placed in an environment where a foreign language is the medium of communication does indeed learn the second language. (5)

In a situation, such as south Louisiana, where the younger generation is growing up knowing only the English language, a group of citizens organized to keep the spoken

French alive through "Le Conseil pour le Développement du français." This group has been effective in having laws enacted to give public schools the option of teaching French in all grades. Educational television is required to be bilingual when a certain percentage of the population in the area are known to be speakers of French. And in many communities, as has been the custom, the local news is broadcast in French.

Frank Goodman (2) reports on the Compton City School in California. For all children of varied ethnic and linguistic backgrounds in the same classroom, transgrouping strategies are used to give them the opportunity to become functionally literate bilinguals in either Spanish or English and to share with understanding an appreciation of the minority culture which can only be gained by learning its language. The structure of this bilingual multi-cultural program fosters language preservation as a national resource to promote well-educated, well-adjusted citizenry able to function effectively in two languages and two or more cultures. The children are taught in two languages, and are openly participating in transracial communication in a multi-cultural classroom and community. Their parents, for the first time, are now in a better position to understand what is going on at school and to provide important support for the education of their children.

BIBLIOGRAPHY

1. Draper, Imogene H., "The Slum Child: To Have any Value Learning Must be on a Personal Basis". The Clearing House 45 (1970): 48-50.

2. Goodman, Frank M., "Bilingual Bicultural Education in the Compton Unified School District and Its Relevance to the Multi-Ethnic Community". Compton City Schools, California, ERIC - ED 060 705.

3. Hawkins, Lee E., "Extra-School Factors that Influence Language Learning". The ACTFL Review of Foreign Language Education, 1972, p. 321.

4. Kobrick, Jeffery W., "The Compelling Case for Bilingual Education", The Saturday Review, April 29, 1972, p. 56.

5. Kunkle, John F., "Psycholinguistic Theory and Home-School Language Switch". FLES U. S. A. Success Stories. December 1972, pp. 61-62.

6. Light, Richard L., "The Schools and the Minority Child's Language", November 1970, ERIC - ED 047 320.

7. Muckley, Robert L., "After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States." Laval University, Quebec, November, 1971, ERIC - ED 061 808.

8. Osborn, Michael E., "The Impact of Differing Parental Educational Level on the Educational Achievement, Attitudes, Aspiration, and Expectation of the Child". The Journal of Educational Research 65, (1971).

9. Politzer, Robert L., "The Foreign Language Curriculum: Present Problems", Schools and Society, Jan. 1972, p. 17.

10. Rodriguez, Armando, "The Necessity for Bilingual Education", Wilson Library Bulletin 44, Mar. 1970.

11. Shepard, Marietta D., "Reading Resources and Project LLER", Wilson Library Bulletin 44, March 1970, p. 743.

12. Valencia, Dr. Atilano A., "Bilingual-Bicultural Education an Effective Learning Scheme for First Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico." ERIC files, September, 1970.

13. Williams, George L. "Beyond the Classroom Life Experiences in the Field", The Clearing House 45, (1970), p. 81.

BEST COPY AVAILABLE

FLES AND BILINGUAL EDUCATION

by

Louis Chary
Robert H. Lehman College

FLES teachers have long recognized the linguistic, cultural and social value of foreign language education at the elementary school level and have worked hard at developing appropriate curricula and teaching strategies. Now, as bilingual programs begin to increase and expand, the FLES teacher has a unique opportunity to bring his expertise into play in bilingual education, which in its most ideal expression aims at total bilingualism. By the same token, the skills and insights which the FLES teacher acquires within a bilingual setting can enhance the more standard elementary school language programs.

FLES programs frequently parallel those at the secondary level and are geared to them. Within the framework of bilingual education, however, the concept of FLES and the role of the teacher must be revised substantially. Teaching a second language in a bilingual setting has a different dynamism, involving language teachers in a variety of settings ranging from early childhood to grade 6, using a variety of teaching strategies. The second language is taught as a second language, as second-language - language arts, and is used as a vehicle of instruction in a content area. All takes place within a school and community where the target language is constantly heard and seen and where the child can practice, reinforce, and develop the language skills he is acquiring.

How does the FLES teacher adjust to a bilingual setting? There are no easy answers. Certainly, he will continue to use many of the techniques he has already acquired. However, since he is working in a school where children already speak the target language, and where it is essential that all children communicate with each other, perhaps one might begin by finding out what children talk about, what vocabulary they use, and then building on that. Paul Bournival, author of Method 203: English Conversation for Foreign-Speaking Students,[1] hid a tape recorder in a Canadian playground where French and English-speaking children gathered. It is interesting that the first lesson in his book contains vocabulary items **such** as *hockey*, *baseball*, *football*, *pea*, *tomato*, *vegetable soup*, and the days of the week; action words such as *play*, *speak*, *understand*, *drink*, *like to go to school*. All of this is used in conjunction with the pattern, "*Do you*."[2]

In many early childhood bilingual settings, the FLES teacher works with children in an informal way, individually and in groups. Some activities which lend themselves to second language learning are listed below.

Identifying members of the immediate family.
Reciting a familiar rhyme in unison.
Discussing the daily weather and recording it on a weather chart.
Identifying vegetables, fruits and flowers.
Counting the boys and girls in the classroom.
Learning own age and telling it to classmates.
Naming objects in the classroom.
Eating a morning snack.
Identifying rhythm instruments, experimenting with them individually, then as a group.
Listening to music for children.
Learning a few short proverbs.
Teaching unfamiliar juices and fruits.
Following one-step and two-step commands.
Cutting and pasting.
Meeting visitors at school and home.
Saying "please" and "thank you."
Visiting the post office on a study trip.
Playing singing games.
Repeating phrases and short sentences in unison.
Reciting rhymes together.
Clapping to the rhythm of a march or poem.
Matching common signs with verbal clues (*e. g*. "walk," "railroad crossing," slow," "stop.")
Matching verbal clues with words and signs in the school.

Identifying the colors of a classmate's clothes.
Guessing orally an action word that completes a sentence (e. g. "John was ________ his shoes.")
Saying rhyming words.
Raising hand to indicate when the teacher's voice rises for a question.
Using manipulative materials to develop number concepts.
Making words with pictures.[3]

Although audio-lingual techniques are still popular in the elementary school, the FLES teacher should make judicious use of dialogues and pattern drills. Children do get bored with rote work. They enjoy creating language and want to use what they have learned. In a bilingual setting, children have an ideal place in which they may practice what they have learned. By managing the environment so that children with different backgrounds can interact with each other in informal situations, the teacher can make it possible for children to capitalize on the basic sentence patterns and vocabulary they have been taught. The playground, the lunchroom and the gym provide a more realistic ambience for learning a second language than the classroom.

The use of peer teaching is suggested, not only to provide tutors or models, but as a form of cooperative learning. Children, learners and native speakers, can assemble in small groups in different parts of the classroom and work together on puzzles, games, task cards, art projects, etc.

BEST COPY AVAILABLE

The community is also an excellent resource for the FLES teacher. Trips can be arranged to the park, to the grocery stores, to the fire department. Given a few basic sentence patterns, children can be encouraged to order food, ask the price, etc. Children who are native speakers of the language can act as tour guides pointing out the worthwhile sights. Community people can also be invited to talk to the children.

Reading and writing will begin sooner in the bilingual classroom, but not before the child learns how to read in his own language. In the early stages, the usual techniques of sound-symbol correspondence based on sound phonic approaches are in order. The child will also be exposed to signs written in the second language and posted in the classroom, school and community which can be exploited to teach word recognition. Children will match letters with sounds, sounds with words, etc. When the child is ready to read longer sequences, he is ready for an experiential approach to reading which is widely used in the elementary school. After children relate an experience or describe a scene in the target language, it is written by the teacher and then becomes the focus of the reading lesson.

BEST COPY AVAILABLE

At some point, probably around the third or fourth grade, the character of second language learning begins to change. The FLES class begins to resemble a language arts class where second language activities are carried on as in the native language. Children will be involved in getting ideas through listening and speaking and expressing them orally and in writing; they will begin to read more critically, follow sequences of events, imagine endings to stories and become more aware of the nuances of the target language.

The teaching of culture is extremely important in a bilingual setting, since many bilingual programs place great stress on biculturalism. Culture is taught from the very beginning. Games, sports, songs, playlets, posters, pictures, filmstrips, movies, sharing national holidays, birthdays and tasting national foods are excellent vehicles for cross-cultural activities. More formal activities deal with topics in geography, history, national heroes, and social relationships. The important thing is that children share vicariously each other's culture and develop mutual respect for each other.

Although this article has dealt mainly with those aspects of FLES that relate to bilingual education, the

BEST COPY AVAILABLE

child also uses his second language in a subject area. Generally, the initial subjects in which the 2nd language is used are mathematics and science. Concepts are usually taught in the native language. Then, through what is known as "linguistic summaries," new vocabulary and concepts are introduced in the second language which ultimately becomes the language of instruction for that subject. How the FLES teacher fits into this role depends on his background and needs of the school. In many school, the bilingual teacher teaches both FLES and the common branches. Other schools retain the departmental organization. In any event, the future of FLES will be brighter if we can apply some of the lessons of bilingual education to the vast majority of schools which do not have bilingual programs.

NOTES

[1] Paul Bournival, Method 203: English Conversation for French-Speaking Students. Montreal: Centre Educatif et Culturel Inc., 1965.

[2] Ibid., pp. 6-15.

[3] Prospectus for Equitable Opportunities for Spanish-Speaking Children. California State Department of Education, 1962., pp. 12-16.